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ABSTRACT

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the English subject area. Course numbers and exercise topics are: 301 (subjects and predicates, sentence recognition), 302 (declarative, interrogative, exclamatory, and imperative sentences), 303 (nouns, articles, singular and plural nouns), 304 (common and proper nouns, capitalization), 305 (action and being verbs, singular and plural subjects and verbs), 306 (present and past tense, irregular verbs), 401 (subject and object pronouns, verb agreement, possessive nouns), 402 (adjectives, adverbs, descriptive paragraphs), 403 (prepositions, prepositional phrases, connecting words, commas in series and in direct address), 404 (classifying information, topics and details, paragraphs), 405 (friendly, thank-you, invitational, and complaint letters), and 406 (personal data sheet, resume, job and social security number applications). (YLB)

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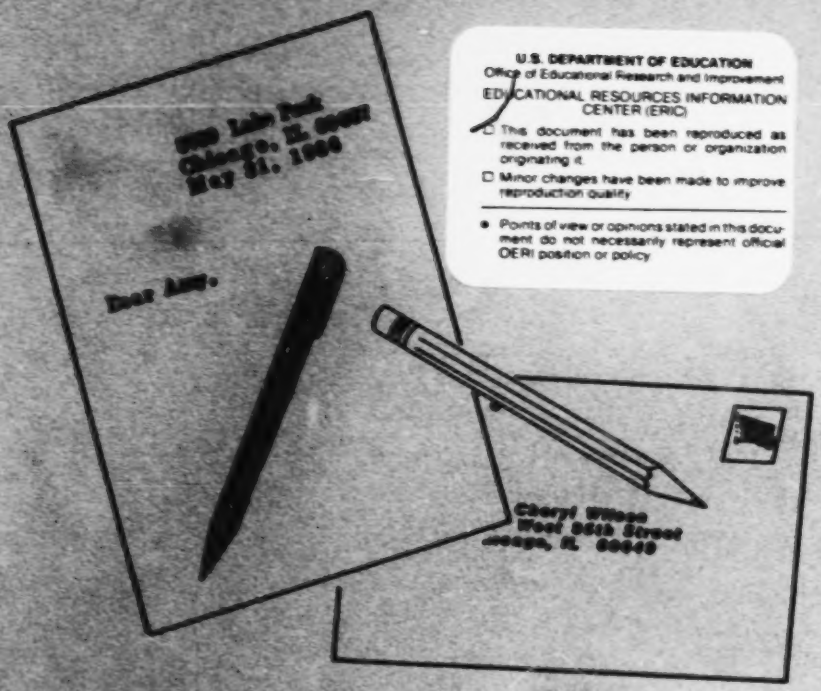
ENGLISH

Basic
Supplemental
Exercises

Courses 301 — 406



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ADULT LEARNING SKILLS PROGRAM

Supplemental Exercises

in

ENGLISH

Courses 301-406

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The exercises in this book and in this series have been designed to provide educational materials in addition to instructional texts. The exercises in this English book were developed by:

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OBJECTIVE: To identify and use subjects and predicates

A sentence is a group of words which makes a complete thought. It has two parts:

1. a subject
2. a predicate

Look at this sentence.

Fans cheered.

Fans is the subject. The subject tells who or what the sentence is about.

Cheered is the predicate. The predicate often tells what the subject does.

PART I

DIRECTIONS: Ten short sentences are below. Draw a line between the subject and the predicate. Underline the subject.

EXAMPLE: People | talk.

1. Jackie fainted.
2. Mr. Walker teaches.
3. Policemen patrol.
4. Doorbells ring.
5. Lewis knows.
6. Rivers flood.
7. Paint peeled.
8. Juanita won.
9. Things happen.
10. Oscar smiled.

PART II

DIRECTIONS: Use one subject and one predicate to make a sentence. Make as many sentences as you can.

SUBJECTS	PREDICATES
snow	moved
Shannon	left
ice	fell
Carl	melts
people	heard
cars	drove

EXAMPLE: *Snow melts.* *Snow fell.* *Ice melts.*

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

OBJECTIVE: To use subjects and predicates

PART I

DIRECTIONS: Write a predicate for each subject below. Use one word.

EXAMPLE: Lights *flashed.*

1. Tony _____.

2. Planes _____.

3. Cars _____.

4. Women _____.

5. Butchers _____.

PART II

DIRECTIONS: Write a subject for each predicate below. Use one word.

EXAMPLE: *Water* flows.

1. _____ cook.

2. _____ move.

3. _____ slide.

4. _____ grow.

5. _____ spoils.

10

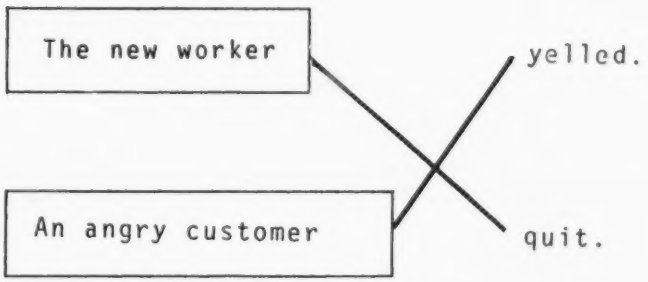
OBJECTIVE: To identify complete subjects to make sentences

The **complete subject** of a sentence can be one word or more than one word. Sometimes other words are used to give us a "better picture" of the subject. The complete subjects of the sentences below are underlined.

1. Fans cheered.
2. The happy fans cheered.
3. Some hometown fans cheered.

DIRECTIONS: Draw a line from the subject to the word that completes the sentence.

EXAMPLE:



1.	The city workers	blew.
2.	A strong wind	crashed.
3.	The young lawyer	picketed.
4.	A red sports car	moved.
5.	Our friends	explained.

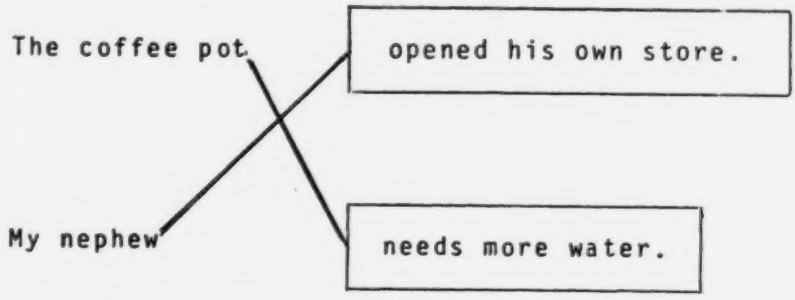
OBJECTIVE: To identify complete predicates to make sentences

Sometimes other words are used with the predicate. They give us a "better picture" of the action. This group of words is called a **complete predicate**. It contains the verb. In the sentences below the complete predicates are underlined.

1. Fans <u>cheered loudly</u>.
2. The happy fans <u>cheered near the end of the game</u>.

DIRECTIONS: Draw a line from the subject to a predicate that completes the sentence.

EXAMPLE:



TURN PAGE

1. This sewing machine	left home.
2. The old buses	paced inside his cage.
3. The bakery	needs a new needle.
4. Lynn's daughter	sells fresh bread daily.
5. The lion	give bumpy rides.

OBJECTIVE: To identify and write complete subjects to make sentences

PART I

DIRECTIONS: Complete each sentence by choosing a subject from the boxes. Use each subject once.

EXAMPLE:

The new law	My worn shoes

A. *My worn shoes* must be thrown away.

B. *The new law* upset the voters.

Paul	A mail carrier	This flashlight

The doctor	A weather map

1. _____ showed the rainy places.
2. _____ needs a new battery.
3. _____ gave Ray the package.
4. _____ paid the bill with a check.
5. _____ listened to my heart.

PART II

DIRECTIONS: Complete each sentence by adding your own subject. Use any words needed to describe the subject.

EXAMPLE:

The secretary wrote a letter.

An angry woman wrote a letter.

The fan belt broke.

My washing machine broke.

1. _____ came in late.
2. _____ painted the house yellow.
3. _____ left early.
4. _____ saved all of Ron's pictures.
5. _____ marched in the parade.

OBJECTIVE: To identify and write complete predicates to make sentences

PART I

DIRECTIONS: Complete each sentence by choosing a predicate from the boxes.

EXAMPLE:

sailed this morning	runs ten miles every day

A. This year's track star *runs ten miles every day*.

B. The cruise ship *sailed this morning*.

---

lifted the heavy box	freezes
fixed the broken watch	grow in my garden
types 65 words per minute	

1. The jewelry repairman _____.
2. Every winter this lake _____.
3. The new secretary _____.
4. Carrots, onions, and potatoes _____.
5. The truck driver _____.

PART II

DIRECTIONS: Complete each sentence by adding your own predicate.

EXAMPLE: The plumber *fixed the sink.*

The plumber *came early this morning.*

The telephone book *fell.*

The telephone book *disappeared from the shelf.*

1. My son's blue jacket _____.
2. The roof on this house _____.
3. All of his friends _____.
4. The old sofa in the basement _____.
5. This English class _____.

OBJECTIVE: To combine subjects and predicates to make sentences

DIRECTIONS: Combine the subjects and predicates below to make five sentences. The first one has been done for you.

the carpenter	the wooden desk
has old books and papers	will veto the bill
looked worn and thin	the bacon
our governor	needs his hammer and nails
was frying on the griddle	the tires on that car

1. *The carpenter needs his hammer and nails.*
2. _____
3. _____
4. _____
5. _____

OBJECTIVE: To recognize subjects and predicates

DIRECTIONS: Write S in front of groups of words that are complete subjects.

Write P in front of groups of words that are complete predicates.

EXAMPLE: S today's headlines

P talked to his friend

___ 1. mailed the letter

___ 2. Kansas

___ 3. Maria and Juan

___ 4. changed the flat tire

___ 5. waited for a phone call

___ 6. an angry mob

___ 7. joins parts of the body

___ 8. lean meat

___ 9. five buildings

___ 10. voted for the senator

OBJECTIVE: To identify the key word in the complete subject

Every complete subject has a key word. The key word is the name of the person, place, or thing that the sentence is about. In this sentence the complete subject is underlined.

Our next door neighbors moved.

Key word = neighbors

The word neighbors tells who moved. The other words are used to describe the word neighbors.

DIRECTIONS: The complete subject is underlined in each sentence. Circle the key word.

EXAMPLE: Too much (sun) harms the skin.

1. That young woman waits here for the bus every day.
2. Our family doctor moved to a new office.
3. The noisy room was crowded.
4. The shy child walked slowly across the stage.
5. My summer vacation passed quickly.
6. A tall glass vase was on the shelf.
7. These broken doors need to be fixed.
8. My sister's twin boys are coming for a visit.
9. A small white purse was on the chair.
10. Cold weather kills many crops.

OBJECTIVE: To identify the key word in the complete predicate

---

Every complete predicate has a **key word**. The key word is the verb. In this sentence the complete predicate has been underlined.

Our neighbors moved to Florida.

Key word = moved

The word moved tells what the neighbors did. The other words are used to describe the action.

DIRECTIONS: The complete predicate is underlined in each sentence. Circle the key word.

EXAMPLE: This coat (costs) too much money.

1. Her brother flew the small plane.
2. Georgia waited in line for three hours.
3. We took the elevator to the tenth floor.
4. The landlord painted my apartment.
5. Linda lost her keys in the parking lot.
6. The bricks fell into the street.
7. Anne parked her car on the other block.
8. The old furnace broke on the coldest winter day.
9. The reporters listened quietly to the news.
10. Louis fixed the blue van quickly.

OBJECTIVE: To use subjects and predicates to complete sentences

DIRECTIONS: Complete each sentence. Choose a word from the subject or predicate group.

EXAMPLE:

SUBJECT	PREDICATE
dancer	raked

1. Sam *raked* the leaves.
2. The *dancer* practiced for the show.

SUBJECTS	PREDICATES
radio	listens
truck	rushed
Clara	studies
soldiers	found
leaves	blurred

1. Helen _____ a five dollar bill.
2. _____ turn colors in the fall.
3. The _____ blocked the street.
4. Mike _____ to rock music.
5. _____ showed us her swollen knee.
6. The _____ stood at ease.
7. People _____ into the subway.
8. Henry _____ each weekend.
9. The _____ has a lot of static.
10. Fog _____ our vision.

OBJECTIVE: To recognize complete sentences

A sentence is a group of words which makes a complete thought. It must have a **subject** and a **predicate.**

My youngest son saves old coins.

Some groups of words do not make a complete thought. Look at the group of words below. See if you can tell what is missing.

Saves old coins.

Who saves old coins? The subject is missing.

Now look at this group of words.

My youngest son.

What does the son do? The predicate is missing.

DIRECTIONS: Look at the groups of words below. Put a check mark (✓) next to the one that is a complete thought. The first one has been done for you.

____ 1. Will be training the horse.
✓ Lynn will be training the horse.

____ 2. The plants need more water.
____ Need more water.

____ 3. The stars on a clear night.
____ The stars are bright on a clear night.

____ 4. Changed her mind.
____ Helen changed her mind.

_____ 5. Mike listened to the news.
_____ Listening to the news.

_____ 6. The railroad station.
_____ We were waiting at the railroad station.

_____ 7. Seth is a pilot for American Airlines.
_____ A pilot for American Airlines.

_____ 8. Rose gave me her new address.
_____ Rose's new address.

_____ 9. Thanked his friend.
_____ Did you thank his friend?

_____ 10. The sun will help heat your home.
_____ Will help heat your home.

_____ 11. Slept most of the day.
_____ We slept most of the day.

OBJECTIVE: To recognize complete and incomplete sentences

DIRECTIONS: Write yes next to the group of words that is a sentence.

Write no next to the group of words that is not a sentence.

EXAMPLE: Walter soldered the broken wires. *yes*

The hollow pipe. *no*

1. The film for the camera. _____
2. We took a lot of pictures at the wedding. _____
3. A man by the door. _____
4. She tried very hard to help her friend. _____
5. He was late. _____
6. My own opinion. _____
7. Exercise is good for your health. _____
8. A soundproof room. _____
9. The senator gave a fine speech. _____
10. An ink stain on his shirt. _____
11. The starfish has a flat body. _____
12. Arizona has a very dry climate. _____
13. The corn we had for dinner. _____
14. Crystal looks like ice. _____
15. The Pilgrims came to America in 1620. _____
16. Pedro Ramirez is now a citizen of the United States. _____
17. Sent check to our table. _____
18. The yarn for the sweater._____
19. Fell into broken pieces. _____
20. The swimmer backstroked in the pool. _____
21. Oxygen is a colorless, odorless gas. _____

OBJECTIVE: To write telling sentences

> There are different kinds of sentences. Sentences that tell something end with a period.
>
> **EXAMPLE:** Nancy filed the letters.

DIRECTIONS: Rewrite each sentence. Use a capital letter at the beginning and a period at the end.

EXAMPLE: helen is running for office

Helen is running for office.

1. this is a map of the city

_____

2. there are sixty minutes in an hour

_____

3. sunrise marks the start of a day

_____

4. women head many households

_____

5. the highway curved to the left

_____

OBJECTIVE: To write asking sentences

> Sentences that ask something end with a question mark.
>
> **EXAMPLE:** Is your name on the list?

DIRECTIONS: Rewrite each sentence. Use a capital letter at the beginning and a question mark at the end.

EXAMPLE: do you have change for a dollar

Do you have change for a dollar?

1. when did you go to the dentist

_____

2. have they fixed the elevator

_____

3. has he applied for the job

_____

4. where are you going

_____

5. did he see this ad

_____

OBJECTIVE: To distinguish between asking and telling sentences

DIRECTIONS: Put a period or a question mark at the end of each sentence.

EXAMPLE: You can come here tomorrow.

Can you come here tomorrow?

1. Careful driving saves lives___
2. Dr. Ken will see you now___
3. Is Gary moving next month___
4. A good diet is very important___
5. Was that man hurt in the accident___
6. Did he check the water in your battery___
7. The USA needs more heart donors___
8. When can you return my tools___
9. Beth has been working here for six years___
10. Should she get a raise___

OBJECTIVE: To distinguish between asking and telling sentences

DIRECTIONS: Use a period or a question mark at the end of each sentence. The first one has been done for you.

1. What is the size of this rug ?
2. The mayor had a press conference ___
3. I told him not to interfere ___
4. How much is the fare to Denver ___
5. When does the next train leave ___
6. This report is due tomorrow ___
7. We decided to stay home ___
8. Why did you quit your job ___
9. Bacteria can be used to make medicine ___
10. Have we met before ___
11. Where is the computer center ___

OBJECTIVE: To write asking and telling sentences

PART I

DIRECTIONS: Write five telling sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

PART II

DIRECTIONS: Write five asking sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

OBJECTIVE: To change word order to form telling sentences

DIRECTIONS: Change the words around in each sentence to make a telling sentence.

EXAMPLE: Was the movie good?

The movie was good.

1. Is dinner ready?

2. Are they planning to visit us?

3. Can you move these boxes?

4. Will Nathan stop the game?

5. Have the Johnsons sent the package?

OBJECTIVE: To answer questions using complete sentences

DIRECTIONS: Answer each question with a complete sentence.

EXAMPLE: What did you do today?

I painted today.

1. When did Mrs. Garcia buy the bedroom set?

_____

2. How much will it cost to repair the TV?

_____

3. Where did Iris put my plane ticket?

_____

4. Who will be the next President?

_____

5. Why did Pedro write that letter?

_____

302, Exercise 8

OBJECTIVE: To change word order to form asking sentences

Asking sentences can begin with one of the following words: **will, can, has, have, are,** and **were.**

DIRECTIONS: Put the underlined word in front of each sentence to make it an asking sentence.

EXAMPLE: Ben and Donna <u>were</u> at the meeting.

Were Ben and Donna at the meeting?

1. Karen <u>will</u> meet us at 10:00 a.m.

_____

2. The firefighters <u>can</u> save the burning building.

_____

3. Leon <u>has</u> given his speech.

_____

4. We <u>will</u> go to Florida this summer.

_____

5. The workers <u>have</u> finished the house.

_____

6. Rosa <u>will</u> go to the movie with us.

_____

7. The books <u>are</u> on the top shelf.

_____

8. The electricians <u>were</u> working on the wiring.

_____

9. Charles <u>has</u> read this book.

_____

10. Mark <u>can</u> get tickets to the Super Bowl.

_____

OBJECTIVE: To use logical word order

DIRECTIONS: Unscramble the sentences below so that they make sense. Begin with a capital letter and end with a period or a question mark.

EXAMPLE: this sixty is picture old years

This picture is sixty years old.

Is this picture sixty years old?

1. frost grass is on the

2. tied they ropes the together

3. drive Emma not so fast should

4. radio new bought a daughter my

5. grew Allan garden in his tomatoes

6. this meal good tastes

7. Dave salad makes a very good

8. help cold rest will your

9. your fasten seatbelt did you

10. iron heavy is metal a

OBJECTIVE: To write sentences that show excitement

> Sentences that show strong emotion end with an exclamation point.
>
> **EXAMPLE:** We won the lottery!

DIRECTIONS: Rewrite each sentence. Use a capital letter at the beginning and an exclamation point at the end.

EXAMPLE: i found it

I found it!

1. this was a great party

_____

2. we need an ambulance

_____

3. i got a raise

_____

4. there's a fire in there

_____

5. this elevator just broke

_____

OBJECTIVE: To write sentences that show excitement

DIRECTIONS: Look at each situation below. Write a sentence that each person might say. Be sure to use an exclamation point at the end. The first one has been done for you.

1. a driver on the highway whose car is overheating

   This car is a lemon!

2. a police officer who has stopped a person who was driving 30 miles over the speed limit

3. a man who burned his mouth from hot coffee

4. a secretary talking to a salesperson she's angry with

5. a mother advising her child before he goes out to play

6. a person who gets off the plane in Chicago and his luggage is sent to New York

7. a woman who's having labor pains

8. a person who has received a $500.00 bonus check

9. a woman whose purse was just snatched

10. a man who just came into the house after shoveling snow

OBJECTIVE: To write sentences that give an order or make a request

Sentences that give an order or make a request end with a period. The subject is "understood" to be you.

EXAMPLE: Take these boxes away. (You take these boxes away.)

Please come with me. (You please come with me.)

DIRECTIONS: Rewrite each sentence. Use a capital letter at the beginning and a period at the end.

EXAMPLE: try your call again

Try your call again.

1. help me lift this sofa

_____

2. please bring us the check

_____

3. turn right on Western Avenue

_____

4. open the front door

_____

5. set the tray on the table

_____

OBJECTIVE: To write sentences to give an order or make a request

DIRECTIONS: Make the sentences below give an order or make a request.

EXAMPLE: There is no stamp on this letter.

Put a stamp on this letter.

1. I would like to have the butter next to you.

2. You should read this book.

3. The dog has not been fed.

4. The water will spill if you pour it too fast.

5. The garbage has not been emptied.

6. Did you shake the bottle first?

7. No one should touch the wet paint.

8. You can come in the morning.

9. That dog should be on a leash.

10. The car needs to be washed.

OBJECTIVE: To recognize imperative sentences when the person's name is used

> Some sentences that give an order or make a request use that person's name in the sentence. This person's name can be written at the beginning, middle, or end of the sentence.

DIRECTIONS: Circle the name of the person who is being addressed in each sentence.

EXAMPLE: (Jim), help me fix this pipe.

Close that window, (Helen).

Please, (Iris), give him the keys.

1. Ruben, put on your coat.
2. Show me, Leon, how to put in spark plugs.
3. Give me my glasses, Odessa.
4. Mrs. Jones, please fill out these forms.
5. Open the door for me, Paul.
6. Help me, Ramona, to do this exercise.
7. Elsie Smith, your package is ready.
8. Please, Charles, stop calling me.
9. Bring those boxes in here, Leroy.
10. Take me, Brian, to the train station.

OBJECTIVE: To distinguish among the four kinds of sentences

DIRECTIONS: Read the following sentences. Supply the end punctuation (. ? !).

1. Make a left turn on Dixie Road___
2. Do you like pasta___
3. The parrot talked to the lady___
4. Can you stay for a while___
5. She won the most votes___
6. That shot hurt me, Doctor___
7. Sue lives in Chicago___
8. Do you like living in the city___
9. Wipe your feet on the doormat___
10. Stop___
11. Help me find my glasses___
12. Turn out the lights right now___
13. When will you finish___
14. Turn the page___
15. What time is it___

OBJECTIVE: To distinguish among the four kinds of sentences

DIRECTIONS: Read the following sentences. Supply the end punctuation (. ? !).

1. A tornado has been reported___
2. Close the door___
3. Is this notice from the post office___
4. The house across the street is on fire___
5. Read the last sentence again___
6. Do your teenagers play loud music___
7. The Earth is one of the nine planets___
8. Our team won the trophy___
9. A man is choking at the next table___
10. What is your social security number___

OBJECTIVE: To distinguish among the four kinds of sentences

DIRECTIONS: Read the following sentences. Supply the end punctuation (. ? !).

1. Pittsburgh lies in Pennsylvania___
2. Have you ever been to a flea market___
3. Nancy, put a piece of tape on this box___
4. Nouns are naming words___
5. The Chicago Bears won the Super Bowl___
6. Do you understand these directions___
7. Don't leave the engine running___
8. New York is the largest city in the United States___
9. Potatoes, wheat, and rice are important crops___
10. Study this chapter tonight___

OBJECTIVE: To recognize correct word order and appropriate capitalization and punctuation

DIRECTIONS: Unscramble the sentences below. Rewrite them using correct capitalization and punctuation.

EXAMPLE: you glasses did lose your

Did you lose your glasses?

1. needs clerk the signature your

_____

2. moved smith family the to georgia

_____

3. waiting are the for you train

_____

4. in will the baby have mary december

_____

5. car the on is fire

_____

6. grasshoppers plant-eating are insects

_____

7. out the fill form application

_____

8. the out watch paint for wet

_____

9. you do money have enough

_____

10. are on the headlights

_____

OBJECTIVE: To write original sentences using the period, question mark, and exclamation point

DIRECTIONS: Write five sentences using each punctuation mark.

1. period (.)

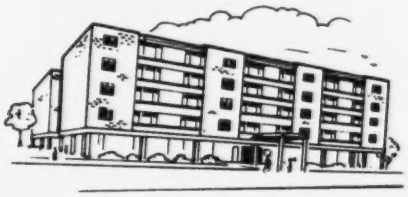
2. question mark (?)

3. exclamation point (!)

OBJECTIVE: To recognize nouns

Nouns are naming words for persons, places, or things.

bus driver



building

machine

PART I

DIRECTIONS: Circle the nouns that name a person.

1. Fred
2. car
3. letter
4. sister
5. church
6. Ms. Wood
7. room
8. song
9. street
10. painter
11. home
12. word
13. oil
14. dancer
15. Ann
16. store
17. clerk
18. tooth
19. friend
20. nail

PART II

DIRECTIONS: Circle the nouns that name a place.

1. book
2. park
3. needle
4. officer
5. station
6. apartment
7. Chicago
8. trainer
9. store
10. daughter
11. calendar
12. hospital
13. aunt
14. school
15. lady
16. compass
17. bag
18. tree
19. warehouse
20. suburb

PART III

DIRECTIONS: Circle the nouns that name a thing.

1. wrench
2. airport
3. parent
4. cafe
5. foot
6. driver
7. shelf
8. lawyer
9. plate
10. desk
11. list
12. food
13. Ruth
14. paper
15. machine
16. speaker
17. money
18. jeans
19. men
20. tray

OBJECTIVE: To recognize nouns that name persons

> Nouns that name PERSONS answer the question WHO?

DIRECTIONS: Circle all of the nouns that name persons in the sentences below.

EXAMPLE: Did the (secretary) hear the telephone ring?

(George) owns this store.

1. Lynn won a medal for ice skating.
2. The pilot landed the jet safely.
3. Where was Renee working last week?
4. The actors will start the play soon.
5. Yesterday Robert cooked dinner for his wife.
6. Dr. Yung has to give Hank another test.
7. Give this bus ticket to the man in the gray suit.
8. Jay hit his left foot.
9. A new writer was at the bookstore.
10. The guard was at the door.

OBJECTIVE: To recognize nouns that names places

> Nouns that name PLACES answer the question WHERE?

DIRECTIONS: Circle all of the nouns that name places in the sentences below.

EXAMPLE: We have lived in (Chicago) for eight years.

Pete cleaned his (garage).

1. My friends moved to their new apartment.
2. The rocket landed on the moon.
3. They met at the corner.
4. I just came back from the grocery store.
5. Was the mail delivered to this building?
6. That bedroom needs to be painted.
7. The Kaminsky family drove to California.
8. An airport is often very busy.
9. Ten people waited at the bus stop.
10. The beach was crowded this weekend.

OBJECTIVE: To recognize nouns that name things

Nouns that name THINGS answer the question WHAT?

DIRECTIONS: Circle all of the nouns that name things in the sentences below.

EXAMPLE: All of the (doors) and (windows) were closed.

The (expressway) was crowded.

1. A narrow road was ahead.
2. We are going to a sale.
3. Does Lisa eat only fresh vegetables?
4. Boxers wear padded gloves.
5. The trees swayed with the wind.
6. We had waffles and fruit for breakfast.
7. The bus was speeding.
8. Tony raised his car with a jack.
9. Turn the lights on.
10. Did your wife order the tickets?

OBJECTIVE: To recognize nouns

DIRECTIONS: Look at the words below. Write person, place, or thing next to each one.

EXAMPLE: book *thing* sister *person* news stand *place*

1.	building	_____	11.	tax	_____
2.	writer	_____	12.	police	_____
3.	pen	_____	13.	city	_____
4.	list	_____	14.	map	_____
5.	country	_____	15.	worker	_____
6.	passenger	_____	16.	shirt	_____
7.	bridge	_____	17.	broom	_____
8.	college	_____	18.	store	_____
9.	woman	_____	19.	captain	_____
10.	insect	_____	20.	pill	_____

OBJECTIVE: To use nouns

DIRECTIONS: Use a noun to complete each sentence.

EXAMPLE: Karen lost her ***purse***.

1. Send me the _____ tomorrow.
2. A _____ sat beside Peter.
3. The block club needed money to buy _____.
4. Was Nick a _____ in the army?
5. The workers spilled _____ on the floor.
6. My _____ called me from Texas.
7. An old _____ is a lot of trouble.
8. Did Mark buy a new _____?
9. Please lock the _____.
10. Some _____ use too much gas.

OBJECTIVE: To use nouns

DIRECTIONS: Use nouns to complete each sentence.

EXAMPLE: I want a side order of *rice*.

1. The _____ had a broken jaw.
2. What is the _____ on your card?
3. Did you read this _____?
4. Stella was in the _____ for two weeks.
5. _____ is less fattening than _____.
6. You can check that book out from the _____.
7. A _____ shaded the house from the sun.
8. Nita and her _____ live on Dotson Street.
9. You can get your X-ray taken in that _____.
10. Jan's son wants to become a _____.

OBJECTIVE: To use nouns

DIRECTIONS: Use nouns to complete each sentence below.

EXAMPLE: Do not buy *food* in dented cans.

1. Dave took his date to a quiet _____.
2. Henry wrote a _____ about _____.
3. The _____ told him to stop drinking.
4. Sears is a chain _____.
5. Did your landlord give you a _____?
6. The _____ forgot his lines.
7. Did the _____ come yesterday?
8. _____ worked very hard at the new job.
9. I like blue _____ better than brown ones.
10. Follow this _____.
11. Three new _____ have moved on this block.
12. The _____ fell from the _____.
13. The boss asked the _____ to open his mail.
14. Write your _____ on this line.
15. This _____ has a soft lead.

OBJECTIVE: To write nouns

PART I

DIRECTIONS: Write ten names of persons.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

PART II

DIRECTIONS: Write ten names of places.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

PART III

DIRECTIONS: Write ten names of things.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

OBJECTIVE: To identify nouns used in sentences

DIRECTIONS: Underline the nouns in each sentence. Write them on the line. The first one has been done for you.

1. The nurse gave the lady a shot.
   nurse, lady, shot

2. Did you get the box out of the van?

3. The bus driver asked the man for the transfer.

4. Pick up the mail.

5. I plan to eat breakfast at a restaurant.

6. Sugar and salt are made of crystals.

7. The baker sold all of the pies and cakes.

8. A sheet of ice covered the lake.

9. The car was too close to the curb.

10. The runners were clocked with a stopwatch.

OBJECTIVE: To use "a" and "an"

Use "a" before nouns that begin with a consonant sound.

EXAMPLE: a day a match a can

Use "an" before nouns that begin with a vowel sound.

EXAMPLE: an address an ocean an inch

PART I

DIRECTIONS: Write "a" or "an" in the blank before each word.

1. _____ pen
2. _____ engine
3. _____ rose
4. _____ ice cube
5. _____ army
6. _____ lock
7. _____ ad
8. _____ booth
9. _____ crutch
10. _____ orange

PART II

DIRECTIONS: Complete the sentences using "a" or "an."

1. I need _____ car for my new job.
2. Ted is _____ actor.
3. My brother-in-law is _____ sergeant.
4. Is this _____ room for storage?
5. The player suffered _____ injury.
6. Did they buy _____ video recorder?
7. _____ crowd of people came today.
8. Mary put _____ cuff in his pants.
9. Lee's picture was used as _____ example.
10. Telling sentences end with _____ period.

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OBJECTIVE: To recognize and write plural forms of nouns

Some nouns name **one person, place,** or **thing.** They are called singular nouns.

EXAMPLE: pen park aunt

Some nouns name **more than one person, place,** or **thing.** They are called plural nouns.

EXAMPLE: pens parks aunts

PART I

DIRECTIONS: Write the plural form of each noun by adding an -s ending.

EXAMPLE: airplane *airplanes*

shoe *shoes*

1. boat _____
2. ear _____
3. paper _____
4. fire _____
5. garden _____
6. girl _____
7. hat _____
8. house _____
9. letter _____
10. log _____

PART II

DIRECTIONS: Draw a line from the singular noun in the first column to the plural noun in the second column.

1. coat	rings
2. picture	windows
3. ring	pictures
4. jar	coats
5. window	jars

OBJECTIVE: To recognize singular and plural forms of nouns

PART I

DIRECTIONS: Place a check mark (✓) next to the words that mean **one person, place,** or **thing** (singular).

1. glove	_____	6. program	_____	11. record	_____
2. books	_____	7. cars	_____	12. bells	_____
3. mint	_____	8. horn	_____	13. tape	_____
4. cards	_____	9. maps	_____	14. picture	_____
5. city	_____	10. field	_____	15. keys	_____

PART II

DIRECTIONS: Place a check mark (✓) next to the words that mean **more than one person, place, or thing** (plural).

1. sister	_____	6. votes	_____	11. market	_____
2. chart	_____	7. room	_____	12. days	_____
3. mirrors	_____	8. letters	_____	13. animal	_____
4. players	_____	9. friend	_____	14. floors	_____
5. movie	_____	10. caller	_____	15. tables	_____

How can you tell which nouns are plural?

_____

_____

OBJECTIVE: To write plural forms of singular nouns

Forming Plurals of Nouns

Add s to most nouns to make them plural.

ticket + s = tickets desk + s = desks

PART I

DIRECTIONS: Write the plural form of each noun.

EXAMPLE: finger *fingers* show *shows*

1. map _____
2. meal _____
3. table _____
4. number _____
5. book _____
6. adult _____
7. sofa _____
8. pen _____
9. room _____
10. can _____

Add es to nouns that end in s, ch, sh, x, or z to make them plural.

ax + es = axes beach + es = beaches

PART II

DIRECTIONS: Write the plural form of each noun.

EXAMPLE: brush *brushes* glass *glasses*

1. inch _____
2. box _____
3. wish _____
4. buzz _____
5. church _____
6. waltz _____
7. tax _____
8. dress _____
9. wrench _____
10. dish _____

OBJECTIVE: To recognize plural forms of singular nouns

DIRECTIONS: Circle the correct ending to make the singular noun plural.

1.	box	es	s
2.	chair	es	s
3.	picture	es	s
4.	dish	es	s
5.	window	es	s
6.	wax	es	s
7.	glass	es	s
8.	book	es	s
9.	speaker	es	s
10.	card	es	s
11.	batch	es	s
12.	jar	es	s

OBJECTIVE: To use plural nouns

DIRECTIONS: A singular noun is given at the beginning of each sentence. Write the plural form on the line.

EXAMPLE: tag The airline *tags* are on these suitcases.

stamp 1. Can you buy a book of _____ from the post office?

watch 2. _____ are on sale at Sears.

member 3. Five _____ were at the union meeting.

building 4. There are many new _____ in this city.

address 5. Do you have the _____ of the guests?

church 6. Our pastor visited two _____ today.

tax 7. Did you mail your _____ by April 15?

street 8. Both of those _____ need repairs.

match 9. Do you have any _____?

boat 10. Many _____ were damaged during the storm.

OBJECTIVE: To write plural forms of nouns ending in y

> Forming Plurals of Nouns That End in "Y"
>
> If a vowel comes before the y, add s after the y to form the plural.
>
> boy + s = boys holiday + s = holidays

PART I

DIRECTIONS: Write the plural form of each noun.

EXAMPLE: trolley *trolleys*

1. joy _____
2. play _____
3. birthday _____
4. key _____
5. alley _____
6. monkey _____
7. toy _____
8. Sunday _____
9. tray _____
10. bay _____

PART II

> If a consonant comes before the y, change the y to i and add es to form the plural.
>
> city + ies = cities lady + ies = ladies

DIRECTIONS: Write the plural form of each noun.

EXAMPLE: injury *injuries*

1. enemy _____
2. story _____
3. body _____
4. company _____
5. baby _____
6. army _____
7. secretary _____
8. bakery _____
9. penny _____
10. family _____

OBJECTIVE: To use plural nouns

DIRECTIONS: A singular noun is given at the beginning of each sentence. Write the plural form on the line.

EXAMPLE: day The winner received seven *days* of paid vacation.

family 1. The _____ of the cast have front row seats.

tray 2. Dentists keep many of their tools in _____.

party 3. Bridegrooms really enjoy bachelor _____.

hobby 4. Collecting old coins and stamps are two of his _____.

trolley 5. In San Francisco the visitors always ride on the _____.

puppy 6. We are giving away four _____.

birthday 7. My daughter always remembers my _____.

key 8. Did you leave your _____ there?

secretary 9. The manager bought flowers for the _____.

company 10. John wrote to three different _____.

OBJECTIVE: To recognize plural nouns in sentences

DIRECTIONS: Circle the plural nouns in the sentences below.

EXAMPLE: Did you buy the postage (stamps)?

PART I

1. Taxes are too high!
2. Smoke alarms can save your life.
3. The painter cleaned his brushes.
4. This job will take three months.
5. The sheet metal companies are hiring.
6. Did the two brothers help each other?
7. We always get our pay checks on Fridays.
8. San Francisco is known for its trolleys.
9. Do you have the addresses of the stores?
10. Many companies have moved to the suburbs.

PART II

DIRECTIONS: Look at the plural nouns that you've circled in each sentence above. Write the singular form. The first one has been done for you.

1. *tax*
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

OBJECTIVE: To recognize incorrect spelling of plural nouns

DIRECTIONS: Cross out the plural noun that is misspelled in each sentence. Write the correct spelling on the line.

EXAMPLE: Please wash these ~~forkes~~. forks

1. Can you signal us with three flashs of light? _____
2. American armys have fought in many lands. _____
3. Those two countries are enemys. _____
4. These are wire brushies. _____
5. These plantes have yellow stems. _____
6. On New Year's Eve, we went to two partys. _____
7. Flys carry dirt and disease. _____
8. Some fish have flat bodys. _____
9. Keep these matchies in a safe place. _____
10. Did you see the two birdes outside the window. _____

OBJECTIVE: To write plural forms of nouns

DIRECTIONS: Write nouns that form their plural by adding s, es or ies.

	-s	-es	-ies
1.	*books*	*brushes*	*armies*
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

OBJECTIVE: To use singular and plural forms of nouns

Some nouns form their plurals in other ways.					
man	-	men	tooth	-	teeth
woman	-	women	foot	-	feet
child	-	children	mouse	-	mice
			goose	-	geese

DIRECTIONS: Write the correct word in each blank.

EXAMPLE: Twelve inches is equal to one _____foot_____ .
foot, feet

1. Two _____ asked to be in charge of the party.
woman, women

2. One _____ has been in charge before.
woman, women

3. Will the dentist have to pull all of your _____ ?
tooth, teeth

4. This bad _____ gave me trouble all night.
tooth, teeth

5. A lost _____ asked the store clerk for help.
child, children

6. Mrs. Arnez takes care of many _____ .
child, children

7. My son has a white _____ for a pet.
mouse, mice

8. The security guard said that both of his _____ hurt.
foot, feet

9. Several _____ ran to help the woman.
man, men

10. All _____ have webbed feet.
goose, geese

OBJECTIVE: To use plural forms of nouns

DIRECTIONS: A noun is given at the end of each sentence. Write the plural form on the line. The first one has been done for you.

1. The campers used *axes* to cut down trees. (ax)

2. There are two _____ on this door. (latch)

3. Please fill out both _____. (form)

4. He signaled with three _____ of his headlights. (flash)

5. The storm put out all the _____ on this street. (light)

6. Please place the cardboard _____ in the corner. (box)

7. He had four _____ across his arm. (scratch)

8. Many big _____ have problems with smog. (city)

9. The _____ downtown stay open until 6:00 p.m. (shop)

10. One yard equals three _____. (foot)

OBJECTIVE: To form singular and plural nouns

PART I

DIRECTIONS: Change the singular nouns below to the plural form.

EXAMPLE: class *classes* book *books*

1. army _____
2. ticket _____
3. house _____
4. child _____
5. duty _____
6. penny _____
7. brush _____
8. actress _____
9. gas _____
10. officer _____

PART II

DIRECTIONS: Change the plural nouns below to the singular form.

EXAMPLE: taxes *tax* feet *foot*

1. stories _____
2. women _____
3. engines _____
4. watches _____
5. parties _____
6. families _____
7. ports _____
8. gloves _____
9. witnesses _____
10. waltzes _____

PART III

DIRECTIONS: The singular form of each word is given at the beginning of the sentence. Write the plural form of the word on the blank line.

EXAMPLE: church All of the *churches* collected food for the poor.

leg 1. All insects have six _____

body 2. The _____ of insects are divided into three parts.

pair 3. Most insects have one or two _____ of wings.

branch 4. The storm broke many _____ from our trees.

city 5. Many big _____ have problems with pollution.

crash 6. Most cars are tested through many _____.

planet 7. The Earth is one of nine _____.

mile 8. Light moves at 186,000 _____ per second.

class 9. All of Roy's _____ are in the evening.

ocean 10. _____ cover 71% of the earth's surface.

animal 11. The study of _____is called zoology.

box 12. Two _____ of nails are missing.

address 13. Write all the _____ in this book.

wish 14. You only have two more _____.

word 15. Use the dictionary to find meanings of new _____.

OBJECTIVE: To recognize correct spelling of plural nouns

DIRECTIONS: Draw a line across the plural noun that is misspelled.

EXAMPLE:
a. coats
b. watches
c. ~~bunchs~~
d. papers

1. a. matches
b. trays
c. familys
d. letters

2. a. bakerys
b. schools
c. monkeys
d. inches

3. a. tables
b. waltzs
c. plays
d. pennies

4. a. alleys
b. meals
c. dreses
d. children

5. a. fires
b. cities
c. teeth
d. mouses

6. a. ears
b. numberes
c. taxes
d. puppies

7. a. babies
b. gardens
c. gooses
d. boxes

8. a. keys
b. pictures
c. stories
d. nestes

9. a. axes
b. armys
c. feet
d. windows

10. a. flashs
b. buzzes
c. elephants
d. lights

OBJECTIVE: To recognize correct spelling of plural nouns

DIRECTIONS: Cross out the noun that is misspelled in each sentence. Write the correct spelling on the line.

EXAMPLE: We locked both of the ~~dooros~~. *doors*

1. All of the mens left the room. _____
2. The mayor said he wouldn't raise taxs. _____
3. There were five babys in the house. _____
4. Anita typed the list of addreses. _____
5. How many inchies are in one foot? _____
6. The partys were canceled because of the bad weather. _____
7. I used two kinds of brushs to paint this table. _____
8. Three of the housies are being remodeled. _____
9. How many familys live in this building? _____
10. We saw many geeses flying south. _____

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OBJECTIVE: To recognize incorrect usage of nouns

DIRECTIONS: Circle the singular noun that is used incorrectly in each sentence. Write the correct plural form of that noun on the line.

EXAMPLE: Chris drove four (mile) to work. miles

1. Steam is used to heat many house. _____
2. All sentences begin with capital letter. _____
3. The three man took the machine apart. _____
4. Hiking and swimming are Mel's favorite hobby. _____
5. The mother yelled at her two child. _____
6. Did you pay all of your bill this month? _____
7. Oatmeal cookie are my favorite. _____
8. Caterpillars change into butterfly. _____
9. His shirt had green and black check. _____
10. We paid $40.00 for school supply. _____

OBJECTIVE: To recognize common and proper nouns

A **common noun** is the name of a person, place, or thing.

A **proper noun** is the name of a particular person, place, or thing. It always begins with a capital letter.

DIRECTIONS: Look at the pairs of words below. Put a check (✓) in front of all the proper nouns that name a particular person.

EXAMPLE: ✓ Uncle Charles _____ uncle

1. _____ woman	_____ Juanita
2. _____ John Forsythe	_____ actor
3. _____ Dr. Rodriguez	_____ doctor
4. _____ singer	_____ Michael Jackson
5. _____ Judge Anna Smith	_____ judge
6. _____ Jose Garcia	_____ artist
7. _____ poet	_____ Kim Lee
8. _____ factory worker	_____ Arlene Green
9. _____ Jerome Myers	_____ bus driver
10. _____ Justin Johnson	_____ child

OBJECTIVE: To recognize common and proper nouns

PART I

DIRECTIONS: Look at the pairs of words below. Put a check (✓) in front of the proper nouns that name a particular place.

EXAMPLE: ___✓___ Disneyland _____ amusement park

1. _____ Africa _____ continent
2. _____ John Hancock _____ building
3. _____ river _____ Nile River
4. _____ country _____ India
5. _____ ocean _____ Pacific Ocean

PART II

DIRECTIONS: Put a check (✓) in front of the nouns that are not particular names of places.

EXAMPLE: _____ Grant Park ___✓___ park

1. _____ museum _____ Field Museum
2. _____ Dan Ryan Expressway _____ expressway
3. _____ zoo _____ Brookfield Zoo
4. _____ Hyde Park _____ community
5. _____ Indiana _____ state

OBJECTIVE: To recognize common and proper nouns

PART I

DIRECTIONS: Look at the pairs of words below. Put a check (✓) in front of all the proper nouns that name a particular thing.

EXAMPLE: ___✓___ United Airlines _____ airlines

1. _____ USA Today _____ newspaper
2. _____ magazine _____ Consumer Reports
3. _____ bread _____ Holsum
4. _____ February _____ month
5. _____ Kraft Singles _____ cheese

PART II

DIRECTIONS: Put a check (✓) in front of all the nouns that are not particular names for things.

EXAMPLE: _____ Wickes ___✓___ furniture store

1. _____ Statue of Liberty _____ statue
2. _____ soap opera _____ All My Children
3. _____ Cadillac _____ car
4. _____ Tuesday _____ day
5. _____ holiday _____ Labor Day

OBJECTIVE: To write proper nouns for common nouns

PROPER NOUNS

Dallas	Newsweek
Ashland Avenue	Sunday
Christmas	J C Penney
Larry Hill	June
Sears Tower	France

PART I

DIRECTIONS: Write a proper noun for each common noun below. Choose from the above list. The first one has been done for you.

1. holiday *Christmas*
2. magazine _____
3. city _____
4. month _____
5. building _____
6. street _____
7. country _____
8. person _____
9. store _____
10. day _____

PART II

DIRECTIONS: Write your own proper noun for each common noun below. Use each one in a sentence. The first one has been done for you.

1. state *Kentucky*

Abe Lincoln was born in Kentucky.

2. lake _____

_____

3. street _____

_____

4. holiday _____

_____

5. month _____

_____

6. actress _____

_____

7. car _____

_____

8. store _____

_____

9. telephone company _____

_____

10. singer _____

_____

11. country _____

_____

12. park _____

_____

OBJECTIVE: To recognize common and proper nouns

DIRECTIONS: Common and proper nouns are underlined in each sentence. Write C above common nouns. Write P above proper nouns.

EXAMPLE: This is a book (C) about Hawaii (P).

1. Dave is going to Arizona.
2. Tuesday is the last day to sign up.
3. Was your baby born in April?
4. Did you see the State Street Parade?
5. We will be off on Labor Day.
6. Will the picnic be in Lincoln Park?
7. Lynn Martin is the new clerk.
8. School will begin after Thanksgiving.
9. Can you take your vacation in March?
10. We went fishing in Lake Michigan.
11. The old man backed into the Buick.
12. He was interested in visiting the Eiffel Tower.
13. Many movies have been made about the Amazon River.
14. The YMCA has many activities for children.
15. She works for the Chicago Transit Authority.

OBJECTIVE: To recognize proper nouns

DIRECTIONS: Circle the first letter of words that should be capitalized in each sentence below. The first one has been done for you.

1. Did you go to the top of the (s)ears (t)ower?
2. My youngest daughter was born in los angeles.
3. Do you have an american express card?
4. We'll be in michigan for valentine's day.
5. The museum of science and industry has a coal mine. We went to visit it last tuesday.
6. Last saturday we went to see rocky v.
7. My uncle drives a ford.
8. The meeting will be in seattle, washington.
9. The chicago public library has a volunteer program.
10. barbara walters will host the show.
11. Have you ever seen the pyramids in egypt?

OBJECTIVE: To write sentences using proper nouns

DIRECTIONS: Rewrite each sentence below. Use a proper noun in place of the underlined part of the sentence.

EXAMPLE: We plan to go out of town.

We plan to go to New York.

1. The president is visiting another country.

2. Did the news reporters have a meeting with the mayor?

3. Is that your favorite city?

4. Did she agree to marry him?

5. Has the doctor arrived?

6. Helen has a credit account at that store.

7. Your aunt left a will.

8. What are your plans for the holiday?

9. This newspaper has a special section.

10. Are there a lot of potholes on that street?

OBJECTIVE: To recognize proper nouns

DIRECTIONS: Write the letter of the word(s) that should be capitalized. The first one has been done for you.

1.	a	a. hank	b. oil	c. nail
2.	_____	a. desk	b. winter	c. chicago
3.	_____	a. airport	b. monday	c. store
4.	_____	a. radio	b. dentist	c. state street
5.	_____	a. ohio	b. corner	c. downtown
6.	_____	a. storm	b. yard	c. veterans day
7.	_____	a. texas	b. son	c. book
8.	_____	a. check	b. christmas	c. right
9.	_____	a. ticket	b. name	c. tuesday
10.	_____	a. number	b. jackson	c. cigar
11.	_____	a. cup	b. february	c. day

OBJECTIVE: To use capital letters for names of people and titles

> The names of people always begin with capital letters. They are proper nouns.

EXAMPLE: Louis Armstrong Pedro Martinez

Selma Jenkins Gina Orr

PART I

DIRECTIONS: Rewrite the names of people below that are written incorrectly. Be sure to use capital letters.

1. frank banis _____
2. daniel levitt _____
3. Sal gonzalez _____
4. Anne Burke _____
5. henry harris _____
6. vernon klein _____
7. James Ryan _____
8. cathy Sims _____
9. stan makovski _____
10. Linda Moore _____

PART II

> Titles for people begin with capital letters. A period is used after the short form.

EXAMPLE: Mr. Nelson Cruz Ms. Carmen Hern

Mrs. Mary Ford Dr. Robert Cheng

DIRECTIONS: Write the names and titles correctly.

1. mr sergio lopez _____
2. ms carrie scott _____
3. mrs esther pelini _____
4. dr robert linzy _____

OBJECTIVE: To use capital letters for the days of the week

> Capital letters are always used for the days of the week.
>
> Each day of the week has a shorter form. A period must be used after the short form.

PART I

DIRECTIONS: Write the name of each day and its short form. Use capital letters and periods where needed.

EXAMPLE: sunday *Sunday* sun. *Sun.*

monday *Monday* mon. *Mon.*

1. tuesday _____ tues. or tue. _____
2. wednesday _____ wed. _____
3. thursday _____ thurs. or thur. _____
4. friday _____ fri. _____
5. saturday _____ sat. _____

PART II

DIRECTIONS: Circle the letter of the word that should be capitalized in each sentence.

EXAMPLE: This (t)hursday night we'll go shopping.

1. We always get our paychecks on fridays.
2. On monday I will pay my bills.
3. My sister came to visit me on wednesday.
4. The court date was set for fri., Jan. 15, 1985.
5. This saturday night we'll have Joan's surprise party.

OBJECTIVE: To use capital letters for the months of the year

> Capital letters are always used for the months of the year.
>
> Most months of the year have a shorter form. A period must be used after the short form.

PART I

DIRECTIONS: Write the name of each month and its short form. Use a period after the short form.

EXAMPLE: january *January* jan. *Jan.*

february *February* feb. *Feb.*

1. march _____ mar. _____
2. april _____ apr. _____
3. may _____ no short form
4. june _____ no short form
5. july _____ no short form
6. august _____ aug. _____
7. september _____ sept. _____
8. october _____ oct. _____
9. november _____ nov. _____
10. december _____ dec. _____

PART II

DIRECTIONS: Circle the letter of the word that should be capitalized in each sentence.

EXAMPLE: Mother's Day is always the second Sunday in (m)ay.

1. In february we will go skiing.

2. The date, aug. 25, 1965, was at the top of the letter.

3. Income tax forms are due by april 15th.

4. Our second semester will begin in january.

5. Carl Martin plans to move before the end of september.

6. Who will have the july 4th party this year?

7. Early in may the tulips begin to bloom.

8. Your first payment will be due on sept. 19th.

9. Please vote for Ann Owens in the november elections.

10. Halloween is always celebrated on the last day in october.

OBJECTIVE: To use commas between the day of the month and the year

Commas are used between the day of the month and the year.

PART I

DIRECTIONS: Write a comma in the dates below.

EXAMPLE: April 23, 1952

1. September 15 1984

2. July 4 1776

3. October 31 1983

4. February 11 1883

5. May 6 1965

PART II

DIRECTIONS: Write a date for the information given below for this year. Use a calendar if necessary.

EXAMPLE: Valentine's Day *February* 14, 198?

1. Today's date _____

2. Dr. Martin Luther King Jr.'s birthday _____

3. St. Patrick's Day _____

4. Mother's Day _____

5. Your birthday _____

OBJECTIVE: To recognize errors in capitalization

DIRECTIONS: Circle the letter(s) in each sentence that should be capitalized.

EXAMPLE: The graduation will be held on (S)aturday afternoon.

1. There are 31 days in the month of january.

2. tom ross was the first name called.

3. My favorite poet is gwendolyn brooks.

4. Is the new building on michigan avenue?

5. Some people like to rest on sunday.

6. New orleans is known for the mardi gras.

7. new york and chicago are big cities.

8. The second day of the week is monday.

9. mr. ken lathan is the new worker here.

10. Sam lives at 5740 W. adams street.

OBJECTIVE: To recognize errors in capitalization

DIRECTIONS: The following sentences contain errors in capitalization. Find the errors and rewrite each sentence.

EXAMPLE: These shoes were made in italy.

These shoes were made in Italy.

1. The nelsons are moving to florida.

2. can we be there by six o'clock?

3. Pete and ann thomas hosted that affair.

4. Mrs. Hogan will celebrate her eightieth birthday on friday.

5. dennis was surrounded by well-wishers at the party.

6. The travel agency has a special offer for trips to new york.

7. The company made profits in march and april.

8. Luke bought the tires from the new auto center on madison street.

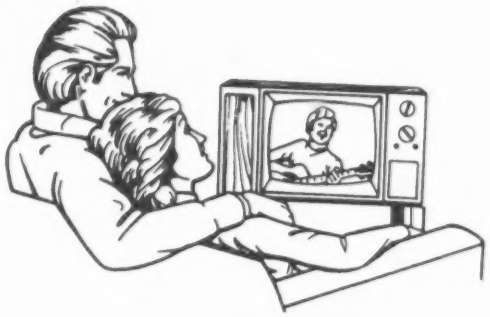
9. It opened last tuesday.

10. Labor day is the first monday in september.

OBJECTIVE: To identify action verbs

An **action verb** tells what the subject does.

Jean opens each letter.



The couple watched TV.

DIRECTIONS: Underline the action verb in each sentence.

EXAMPLE: The workers filled the potholes.

1. Jack changed the flat tire.
2. We opened a checking account.
3. Oil spurted from the well.
4. He put the ladder by the wall.
5. Rick locked the back door.
6. She walks slowly.
7. Harry travels for his job.
8. A fire destroyed Chicago in 1871.
9. Ralph pilots his own plane.
10. Yvonne packed quickly for her trip.

OBJECTIVE: To recognize action verbs

DIRECTIONS: Underline the action verb in each sentence.

EXAMPLE: Sam paid the $10.00 ticket.

1. Medicare began in 1966.
2. The Camdons bought an Airedale.
3. Diana Ross gave a concert in Central Park.
4. Follow the yellow line.
5. The Japanese bombed Pearl Harbor on December 7, 1941.
6. Francis and Darryl spent the summer in Florida.
7. Mr. Edmonds retired last month.
8. The office opened early.
9. The city banned the sale of handguns.
10. Jim looked around the room.
11. The team won.
12. He booked the hall for April 3, 1986.
13. Naomi discussed the details of her job.
14. The car crashed into the divider.
15. Paint spilled on the floor.

OBJECTIVE: To use action verbs

DIRECTIONS: Use an action verb to complete each sentence.

EXAMPLE: The witness *walked* into the room.

1. We _____ the floor.

2. The judge _____ him for speeding.

3. Sam _____ a cordless phone.

4. We _____ from Gary to Chicago.

5. The clerk _____ tax to the goods.

6. _____ the onions into the salad.

7. The light _____.

8. He _____ the fender.

9. Yesterday we _____ Dreamgirls.

10. Nancy _____ two pills for her headache.

OBJECTIVE: To recognize being verbs

> **Being verbs** tell us something about the subject. They can also tell us what the subject is or was.
>
> **Am, are, is, was,** and **were** are being verbs when used without another verb in the sentence.
>
> These tomatoes <u>are</u> ripe.
>
> James <u>is</u> the foreman.

DIRECTIONS: Underline the being verbs in the sentences below.

EXAMPLE: We <u>were</u> tired after the trip.

1. The Constitution is the highest law of the land.
2. Both Janice and Sandra are nurses.
3. Marco Polo was an explorer.
4. Those men were the owners.
5. This book is a best seller.
6. The buses are late.
7. Voting is a right.
8. I am a volunteer at the hospital.
9. Kennedy was the youngest President.
10. He was forty-three years old.

OBJECTIVE: To identify action and being verbs in sentences

Some verbs show **action**.

Henry hammered the nail into the wood.

Some verbs do not show action. They are called **being verbs**. The following are being verbs: am, are, is, was, were.

Anita is a nurse.

I am Henry's first cousin.

DIRECTIONS: Look at each underlined verb below. Write "A" if it is an action verb. Write "B" if it is a being verb.

EXAMPLE: The dentist pulled Ken's tooth. A

Paris is the capital of France. B

1. A freight train rolled by at about 75 mph. _____
2. Birds are warm-blooded animals. _____
3. The early settlers traveled by wagon train. _____
4. There are 24 different time zones in the world. _____
5. Our furnace burns oil. _____
6. The earth revolves around the sun. _____
7. Neil Armstrong was the first man to set foot on the moon. _____
8. The rangers chopped the tree down. _____
9. Sandi's arm is in a sling. _____
10. She fell on the slippery pavement. _____

OBJECTIVE: To recognize verbs in sentences

DIRECTIONS: Circle the verb in each sentence below.

TV HIGHLIGHTS

Kate & Alice

Jennie takes a part-time job.

Sins

Helene fights for her empire. She recalls events of the past.

Cosby Show

Theo plots for his exam on "Macbeth."

Cheers

Cliff has a problem. Both Carla and Diane accept an invitation to the Postman's Ball.

Simon & Simon

Rick and A.J. come to the aid of a naive all-American family.

The Good, the Bad, and the Ugly

Three men search for money-filled cash box.

Remington Steele

Laura searches for a killer; Steele gets kidnapped.

Oprah Winfrey

Oprah talks with out of town visitors.

Hill Street Blues

Capt. Furrilo marries Joyce; Renko fights for his job.

OBJECTIVE: To identify action and being verbs

DIRECTIONS: Underline the action or being verb in each sentence. Write "A" for an action verb. Write "B" for a being verb.

1. Jeff works for D & D Company. _____
2. He is a plumber. _____
3. He wants to get another job. _____
4. He talked it over with his wife. _____
5. She agrees. _____
6. Jeff travels 70 miles per day to work. _____
7. Gas costs him a lot. _____
8. He is also tired of the long drive. _____
9. Today, he answered an ad in the paper. _____
10. This job is for a plumber, too. _____
11. It is closer to his house. _____
12. Jeff makes a good salary. _____
13. This new job offers even more. _____

OBJECTIVE: To recognize singular and plural subjects

DIRECTIONS: Look at the list of subjects below. Check one if it is singular. Check more than one if it is plural. The first two have been done for you.

		(one)	(more than one)
1)	A green Chevy	✓	
2)	My paychecks		✓
3)	The yellow and white shirt		
4)	Hot peppers		
5)	The hammer and nails		
6)	Calvin		
7)	Her uncle		
8)	The light bulb		
9)	Basketball players		
10)	Today's newspaper		
11)	Lou, Cindy, and Pat		
12)	Coffee		

OBJECTIVE: To use singular and plural forms of regular verbs

Verbs Must Match Their Subjects in Number

When the subject of a sentence is a **singular noun** (one person, place, or thing) the s form of the verb is used.

Lisa jogs every morning.

When the subject of a sentence is a **plural noun** (more than one person, place, or thing) the s form of the verb is not used.

The boys jog every morning.

DIRECTIONS: Write the singular or plural form of the verb in parentheses.

EXAMPLE: (learn) The student *learns*. (close) This store *closes* early.
(learn) The students *learn*. (close) These stores *close* early.

(open) 1. The car doors _____.

(open) 2. An oven door _____.

(listen) 3. Brian and Kim _____.

(listen) 4. Brian _____.

(boil) 5. The water _____.

(boil) 6. The eggs _____.

(stand) 7. Lee and Tom _____ by the microphone.

(stand) 8. Tom _____ by the microphone.

(work) 9. The pump _____.

(work) 10. The pumps _____.

OBJECTIVE: To use singular and plural forms of regular verbs

DIRECTIONS: Circle the correct verb that matches the subject. The first one has been done for you.

1. The children (listens, (listen)) to their mother.
2. The trains (move, moves) quickly across the track.
3. Barbara (takes, take) a long time to cook.
4. Jerome (drives, drive) to work every day.
5. Mr. Smith (buy, buys) groceries every week.
6. Maria and Gloria (shops, shop) on Saturdays.
7. Andy (opens, open) the door to let the dog out.
8. Ted (cook, cooks) on the nights his wife goes to class.
9. Ralph and Morton (acts, act) silly to make Alice laugh.
10. The company (hire, hires) skilled workers.
11. Lou and Will (play, plays) cards on Friday night.

OBJECTIVE: To use singular and plural forms of irregular verbs

A few verbs change their spelling from singular to plural form.

Use **is** when the subject of a sentence is a **singular** noun.

The man *is* reading.

Use **are** when the subject of a sentence is a **plural** noun.

The men *are* reading.

PART I

DIRECTIONS: Fill in each blank with is or are.

1. A woman _____ here to see you.
2. Derrick and Anne _____ here to see you.
3. New York and Chicago _____ big cities.
4. New York _____ a big city.
5. A crack _____ in the sidewalk.
6. Cracks _____ in the sidewalk.
7. Copper and iron _____ metals.
8. Copper _____ a metal.
9. Ned _____ going to the flea market.
10. His friends _____ going to the flea market.

PART II

DIRECTIONS: Circle the correct verb in each sentence.

EXAMPLE: This board (is, are) too long.

The checks (is, are) in the mail.

1. The map (is, are) in the car.
2. My shoes (is, are) in the closet.
3. Carmen (is, are) a teacher.
4. Her plan (is, are) to finish school.
5. These jeans (is, are) too big.
6. Meg's friends (is, are) buying a house.
7. The light (is, are) shining in my eyes.
8. The sun (is, are) a planet.
9. Thirty men (is, are) in the union.
10. The hospital (is, are) near your house.

OBJECTIVE: To use singular and plural forms of irregular verbs

Using Has and Have

Use **has** when the subject of a sentence is a **singular noun.**

EXAMPLE: The new worker *has* a contract.

Use **have** when the subject of a sentence is a **plural noun.**

EXAMPLE: The new workers *have* a contract.

PART I

DIRECTIONS: Fill in each blank with has or have.

1. Curtis _____ a new car.
2. His two sons _____ a used car.
3. The students _____ been studying.
4. The student _____ been studying.
5. Ron _____ the money.
6. This soft drink _____ sugar in it.
7. The members _____ counted the votes.
8. Lewis _____ counted the votes.
9. Theresa _____ answered the letter.
10. This street _____ many potholes.

PART II

DIRECTIONS: Circle the correct verb in each sentence.

EXAMPLE: This typewriter (has, have) been fixed.
The checks (has, have) been signed.

1. Dave (has, have) a good breakfast every morning.
2. Bill and Jan (has, have) a lot of hobbies.
3. The baseball game (has, have) ended early.
4. All the newspapers (has, have) been sold.
5. Three couples (has, have) moved to Dallas.
6. Tom (has, have) taken the wrong coat.
7. The flag (has, have) been folded.
8. Diane (has, have) cleaned the carpet.
9. Her brother (has, have) a gold watch.
10. The carpenters (has, have) finished the wall.

OBJECTIVE: To use singular and plural forms of irregular verbs

Using Do and Does

Use **does** when the subject of a sentence is a **singular noun**.

EXAMPLE: The law ***does*** change.

Use **do** when the subject of a sentence is a **plural noun**.

EXAMPLE: The laws ***do*** change.

PART I

DIRECTIONS: Fill in each blank with do or does.

1. A budget _____ help you save money.
2. The mechanics _____ all the work.
3. Children _____ change your lifestyle.
4. Finley _____ travel often for his new job.
5. Henry _____ taxes on the weekend.
6. The Smiths _____ enjoy fishing in Wisconsin.
7. People _____ fall asleep when they are bored.
8. The speaker _____ have a clear voice.
9. Acid rain _____ destroy lakes and forests.
10. The twins _____ look alike.

PART II

DIRECTIONS: Circle the correct verb in each sentence.

EXAMPLE: These stores (does, (do)) charge high interest.

Angela ((does), do) study every night.

1. My partner (does, do) the bills.
2. Those children (does, do) know how to swim.
3. My boss (does, do) have meetings out of town.
4. The new records (does, do) sound better.
5. Good tires (does, do) last a long time.
6. Marty (does, do) run the fastest.
7. The mirror (does, do) look scratched.
8. Ivan and his sons (does, do) live there.
9. Those windows (does, do) need washing.
10. Ray (does, do) his own repairs.

OBJECTIVE: To use singular and plural forms of regular and irregular verbs

DIRECTIONS: Choose the correct verb to complete the sentences below. Write it in the space provided.

EXAMPLE: The bus drivers _____*have*_____ gone to the station.
have, has

1. Lobsters _____ shellfish.
is, are

2. Jack _____ have a fishing permit.
does, do

3. The mayor _____ to talk to his supporters.
needs, need

4. The sun _____ light and heat.
give, gives

5. Liver _____ a good source of iron.
is, are

6. Tal _____ only nonstop flights.
takes, take

7. Mary _____ circled the right answer.
have, has

8. His car _____ a sports model.
is, are

9. This class _____ you how to repair things at home.
teach, teaches

10. Nan _____ the beaded necklace.
wants, want

OBJECTIVE: To recognize verbs in present and past time

Verbs tell <u>what</u> happened. Verbs also tell <u>when</u> an action happened.

Look at the sentences below.

1. Pat **skates** at the roller rink.

2. Pat **skated** at the roller rink.

In sentence 1, the verb skates tells you what is happening now, sometimes, or often. It shows present time.

In sentence 2, the verb skated tells you what has already happened. It shows past time.

DIRECTIONS: The verbs are underlined in the sentences below. Tell whether they show present or past time. The first one has been done for you.

1. Skip <u>bowls</u> every Wednesday. *present*
2. Val <u>needed</u> another strip of wallpaper. _____
3. He <u>drives</u> too fast. _____
4. Harold <u>reads</u> two newspapers every day. _____
5. Everyone <u>listened</u> quietly to the music. _____
6. The baseball player <u>practiced</u> for the tryouts. _____
7. He <u>jogs</u> every morning at 5:00. _____
8. We <u>packed</u> too many clothes. _____
9. They <u>filled</u> the tank with gas. _____
10. Computers <u>save</u> a lot of time. _____
11. I <u>closed</u> the door. _____

OBJECTIVE: To recognize verbs in present and past time

DIRECTIONS: The verbs are underlined in the sentences below. Tell whether they show present or past time. Mark an X in the correct column. The first two have been done for you.

		PRESENT	PAST
1.	A detective <u>followed</u> him for hours.		X
2.	The army <u>trains</u> people for future jobs.	X	
3.	The coach <u>yelled</u> at the team.		
4.	Our office <u>mailed</u> the letter Monday.		
5.	Bread <u>bakes</u> in just one hour.		
6.	Jan <u>parked</u> the car outside.		
7.	The store <u>opens</u> at 8:00 a.m.		
8.	Rose <u>works</u> on Fridays.		
9.	He <u>received</u> his high school diploma.		
10.	I <u>called</u> that number twice.		
11.	It <u>rains</u> often.		
12.	It <u>rained</u> often.		

OBJECTIVE: To recognize verbs in present and past time

DIRECTIONS: Underline the verb in each sentence below. Tell whether it shows present or past time. The first one has been done for you.

1. Mark and Louise changed planes in Seattle. *past*
2. He spends too much time talking. _____
3. The judge fined her. _____
4. She dances very well. _____
5. Bill started his own company. _____
6. Smoke fills the air. _____
7. The key clicked. _____
8. The snake coiled around the tree. _____
9. The cook mixes everything in a large bowl. _____
10. The plane landed safely in a field. _____
11. He returns all of my telephone calls. _____
12. Betty dressed quickly. _____
13. Tim jokes too much! _____
14. We missed the bus. _____
15. Tom raised the car with a jack. _____

OBJECTIVE: To write past forms of regular verbs

Add **-ed** to form the past tense of most verbs.

ask **asked** walk **walked**

Add **-d** to form the past tense of verbs that end in e.

wave **waved** dance **danced**

DIRECTIONS: Write the past form of each verb below by adding -ed. Add only -d if the verb ends in the letter e. The first one has been done for you.

1. talk *talked*
2. like _____
3. call _____
4. check _____
5. save _____
6. heat _____
7. hope _____
8. start _____
9. close _____
10. bake _____
11. park _____
12. hike _____
13. dump _____
14. notice _____
15. fix _____
16. knock _____
17. race _____
18. iron _____
19. produce _____
20. pass _____

OBJECTIVE: To write past forms of regular verbs

DIRECTIONS: Complete each sentence. Use the past form of the verb in parentheses. The first one has been done for you.

1. The operator *lowered* the fork lift. (lower)
2. The family _____ their money to buy a house. (save)
3. After the battery was _____ the car started. (charge)
4. The couple _____ at the stars. (gaze)
5. Mel _____ us for a morning flight. (book)
6. Last week Mary _____ the GED Test. (pass)
7. Liz _____ her daughter's room. (paint)
8. Who _____ the leaves? (rake)
9. The husband and wife _____ as friends. (part)
10. Benny Goodman _____ the clarinet. (play)
11. The teacher _____ the papers at home. (grade)
12. The campers _____ eight miles. (hike)
13. They _____ the well dry. (pump)
14. We _____ the window to feel the breeze. (open)
15. He _____ for a hockey team. (coach)

OBJECTIVE: To use present and past forms of irregular verbs

{ Some verbs change their spelling to show past time.
You must memorize these forms. }

PART I

DIRECTIONS: Study the chart below.

	Present Form	Past Form
1.	begin	began
2.	blow	blew
3.	break	broke
4.	choose	chose
5.	come	came
6.	do	did
7.	drink	drank
8.	eat	ate
9.	freeze	froze
10.	go	went
11.	grow	grew
12.	make	made
13.	meet	met
14	ride	rode
15.	run	ran
16.	sit	sat
17.	speak	spoke
18.	take	took
19.	wear	wore
20.	write	wrote

PART II

DIRECTIONS: Write the missing present or past verb forms in the chart. The first one has been done for you.

	Present Form	Past Form
1.	wear	wore
2.		rode
3.	take	
4.		began
5.	speak	
6.		did
7.		broke
8.	grow	
9.		froze
10.	come	

PART III

DIRECTIONS: Write the past form of each verb given before each sentence. The first one has been done for you.

take 1. The photographer took five shots of the model.

ride 2. The horseman _____ all night.

begin 3. Our meeting _____ at five o'clock.

choose 4. George _____ the winning ticket.

blow 5. The driver _____ his horn to warn the child.

come 6. He _____ to Chicago two years ago.

do 7. Mr. Cole _____ his shopping last week.

freeze 8. Their pipes _____ during the sub-zero weather.

eat 9. Most of the dieters _____ dinner before 6:00 p.m.

wear 10. He _____ his new jacket last night.

OBJECTIVE: To use past forms of irregular verbs

DIRECTIONS: Write the past form of each verb given after each sentence. The first one has been done for you.

1. The water froze on the windshield. (freeze)
2. Inez _____ plenty of water. (drink)
3. We _____ in the back seat of the car. (sit)
4. The flowers _____ better by the window. (grow)
5. Henry _____ in favor of the new plan. (speak)
6. The Writer's Club _____ once a month. (meet)
7. He _____ the handbag from cowhide. (make)
8. The class _____ a movie script. (write)
9. Michele _____ driving lessons. (take)
10. Frost _____ early last winter. (come)
11. Frank _____ the clothes to the cleaners. (take)

OBJECTIVE: To use past forms of irregular verbs

PART I

DIRECTIONS: The verbs in the sentences below show present time. Rewrite each sentence to make them show past time.

EXAMPLE: This clock runs fast.

This clock ran fast.

1. The mayor writes his own speeches.

_____

2. Some of the people ride in a car pool.

_____

3. He eats dinner while watching TV.

_____

4. The man speaks with a harsh voice.

_____

5. Strong winds blow the antenna off the roof.

_____

PART II

DIRECTIONS: Use the verbs below in a sentence to show past time.

EXAMPLE: come *The letter came today.*

1. go _____

2. drink _____

3. wear _____

4. choose _____

OBJECTIVE: To use present and past forms of irregular verbs

PART I

DIRECTIONS: Study the chart below. These are more verbs that have special forms.

Present Form	Past Form
1. bite	bit
2. buy	bought
3. draw	drew
4. drive	drove
5. fall	fell
6. fly	flew
7. get	got
8. give	gave
9. hide	hid
10. know	knew
11. lose	lost
12. ring	rang
13. shake	shook
14. sleep	slept
15. stand	stood
16. teach	taught

PART II

DIRECTIONS: Write the past form of each verb given after the sentence. The first one has been done for you.

1. Dean _____*bought*_____ new spark plugs for his car. (buy)

2. An earthquake _____ the building. (shake)

3. Ann _____ a part in the play. (get)

4. The thieves _____ the money under a rock. (hide)

5. Penny _____ slowly around the curve. (drive)

6. His dog _____ the mail carrier. (bite)

7. I _____ him as a child. (know)

8. Sparks _____ from the torch. (fly)

9. The nurse _____ blood from his arm. (draw)

10. Louis _____ ten pounds. (lose)

11. The customers _____ in line for fifteen minutes. (stand)

12. Jake _____ his son to play chess. (teach)

13. My telephone _____ all day. (ring)

14. We _____ late this morning. (sleep)

15. The church _____ food to the needy. (give)

16. Leaves _____ from the tree. (fall)

OBJECTIVE: To use the verbs did or done

Sometimes helping verbs come in front of an action verb. The verb done is always used with helping verbs such as has, have, or had.

Gina has done the decorating.

The verb did is never used with a helping verb.

Gina did the decorating.

DIRECTIONS: Use did or done to complete each sentence. The first two have been done for you.

1. Who ___did___ this?
2. Who has ___done___ this?
3. Sandy has _____ her work today.
4. Sandy _____ her work today.
5. A famous artist has _____ this painting.
6. We have _____ our taxes.
7. I wish Kenneth had _____ this earlier.
8. Len _____ the painting in our new house.
9. You _____ a great job with this letter.
10. Juan had _____ the wiring.
11. Have you _____ your report?
12. She has _____ the report.

OBJECTIVE: To use the verbs saw or seen

The verb **seen** is always used with helping verbs such as has, have, or had.

Has Andy seen the new building?

The verb **saw** is never used with a helping verb.

Andy saw the new building.

DIRECTIONS: Use saw or seen to complete each sentence. The first two have been done for you.

1. Ruth has *seen* this show already.
2. My friends *saw* that movie before.
3. The lady had _____ the getaway car.
4. The police _____ the getaway car.
5. Someone had _____ the accident?
6. Max _____ the bills.
7. Who has _____ her new apartment?
8. I have _____ you before.
9. Mrs. Santos _____ Felipe earlier.
10. Stan has _____ the gift.
11. They have _____ the world's fair.
12. They _____ the world's fair.

OBJECTIVE: To use the verbs took or taken

The verb **taken** is always used with helping verbs such as has, have, or had.

This job has taken too long to complete.

The verb **took** is never used with a helping verb.

They took the second floor apartment.

DIRECTIONS: Use took or taken to complete each sentence. The first two have been done for you.

1. Someone ___*took*___ the videotape from the case.
2. The newlyweds had ___*taken*___ a long honeymoon.
3. Has he _____ his medicine?
4. Linda _____ the time to send everyone a thank-you note.
5. I _____ English 402 with Mr. Redmond.
6. Has your son _____ his driving lessons?
7. The movers _____ the furniture up the back stairs.
8. Carlos and Ryan have _____ first prize for their jokes.
9. Had Dan _____ care of his car?
10. Lucy had _____ a book to read at the doctor's office.
11. We _____ the class to the art fair.
12. The students have _____ their exam.

OBJECTIVE: To use the verbs went or gone

The verb **gone** is always used with helping verbs such as has, have, or had.

We have gone to Florida.

The verb **went** is never used with a helping verb.

We went to Florida.

DIRECTIONS: Use went or gone to complete each sentence. The first two have been done for you.

1. Tom has *gone* bowling.
2. Tom *went* bowling.
3. Donna had _____ to the doctor.
4. Donna _____ to the doctor.
5. Those men have _____ around the corner.
6. Mike _____ away.
7. How many people had _____ to the other side?
8. Twenty people _____ there.
9. The visitors had _____ already.
10. His family _____ to the auto show.
11. When I looked up, they had _____.
12. They have _____ to the game.

OBJECTIVE: To use the verbs came or come

The verb **came** is never used with a helping verb.

Mike came to thank everyone.

The verb **come** is used with helping verbs such as has, have, or had.

The neighbors have come to welcome us.

DIRECTIONS: Use came or come to complete each sentence. The first two have been done for you.

1. Belinda had ___come___ to pick up the invitations.
2. The workers ___came___ here early.
3. The letter _____ in the mail today.
4. Many changes have _____about in the past week.
5. They have _____ to express their sympathy.
6. The new furniture _____ yesterday.
7. The installers have _____ to connect the washer and dryer.
8. Tippan _____ for her check.
9. Martha and Bob _____ to dinner last week.
10. Justin has _____ to take our daughter to the dance.
11. The moving company _____ just as we finished packing.
12. Our horse _____ in second place.

OBJECTIVE: To use helping word forms of verbs

DIRECTIONS: Look at each pair of sentences. One of them has an error. Place a check mark next to the sentence that is correct.

EXAMPLE:

___✓___ Tom had done his work.

_____ Tom had did his work.

1. _____ We had went home.
   _____ We had gone home.

2. _____ Max saw the accident.
   _____ Max seen the accident.

3. _____ Al and Mary have went on a vacation.
   _____ Al and Mary have gone on a vacation.

4. _____ Len has saw that movie.
   _____ Len has seen that movie.

5. _____ He had taken his book to read.
   _____ He had took his book to read.

6. _____ Benita come to look at the size of the room.
   _____ Benita came to look at the size of the room.

7. _____ The man has come to install the carpeting.
   _____ The man has came to install the carpeting.

8. _____ This job has took a long time.
   _____ This job has taken a long time.

9. _____ Has Peter seen the new garage doors?
   _____ Has Peter saw the new garage doors?

10. _____ We had went to the wrong room.
    _____ We had gone to the wrong room.

OBJECTIVE: To use subject pronouns

A pronoun is a word that is used in place of a noun.

1. Jack fell on the ice.

   He fell on the ice.

2. Caps and gowns were ordered for the class.

   They were ordered for the class.

Jack is a noun in the first sentence. The word he is used in place of Jack.

Caps and gowns are nouns in the second sentence. The word they is used in place of caps and gowns.

The following pronouns can be used as subjects: I, you, he, she, it, we, and they.

PART I

DIRECTIONS: Rewrite each sentence below using a subject pronoun.

EXAMPLE: Melinda took her dog to the kennel.

She took her dog to the kennel.

1. Mr. Smith will be here today.

   _____

2. Don and Linda went to see a movie.

   _____

3. George and I were late.

   _____

4. A waitress will be here soon.

   _____

5. This car is a Datsun.

   _____

6. Trucks and trailers used the right lane.

   _____

PART II

DIRECTIONS: Complete each sentence by using one of the subject pronouns.

EXAMPLE: Henry enjoys playing the saxophone. *He* has played it for fifteen years.

1. Bill and Jane left for the party. _____ came back at 11:30 p.m.

2. Mr. Lewis must fix the heater. _____ wants to do it today.

3. Carolyn needs to live in a warmer climate. _____ plans to move to Florida next year.

4. Gina and I are good friends. _____ have lived on the same block for years.

5. The ceiling is leaking. _____ has ruined our carpet.

6. The players were tired. _____ wanted to rest until morning.

7. The house is in good condition. _____ should sell for at least $50,000.

OBJECTIVE: To replace nouns with pronouns

Pronouns can keep you from repeating the same noun.

DIRECTIONS: Rewrite each sentence below. Replace the underlined word(s) with a pronoun.

EXAMPLE: Chicago is a big city, and Chicago has a lot of people.

Chicago is a big city, and it has a lot of people.

1. After Carl and Mary ate dinner, Carl and Mary watched TV.

_____

2. Susan is a hard worker, and Susan will get ahead.

_____

3. This store has good bargains, and this store stays open until midnight.

_____

4. Nick likes to repair things, but Nick doesn't like to help his wife around the house.

_____

5. As soon as the boss came in, the boss read the newspaper.

_____

OBJECTIVE: To recognize pronouns as words that take the place of nouns

DIRECTIONS: Read each sentence. Write the word that each underlined pronoun refers to on the line.

EXAMPLE: The fire was caused by careless people. <u>They</u> left a stove burner on too high.

They refers to *people*.

1. The burner caught the curtains on fire. <u>They</u> set the wallpaper on fire.

   They refers to _____.

2. Joe smelled the smoke. <u>He</u> called his wife and children.

   He refers to _____.

3. Cindy was crying. <u>She</u> wanted her mother to hold her.

   She refers to _____.

4. Tom was calling his dog. <u>He</u> wanted to go back to the house to find her.

   He refers to _____.

5. The firefighters arrived. <u>They</u> carried hoses into the house. The fire was out in minutes.

   They refers to _____.

6. One firefighter came out carrying the frightened dog. He handed <u>it</u> to Tom.

It refers to _____.

7. Joe and Joan were happy to see their family safe. <u>They</u> were very sad to see all the damage.

They refers to _____.

OBJECTIVE: To use subject pronouns with the verb "to be"

SINGULAR		PLURAL	
I	am	we	are
you	are	you	are
he, she, it	is	they	are

PART I

DIRECTIONS: Circle the correct verb to complete each sentence.

EXAMPLE: He (are, (is)) in Texas this week.

1. You (are, is) being stubborn.
2. He (am, is) going to be the next officer.
3. It (are, is) worth the money.
4. We (is, are) meeting twice next week.
5. She (is, are) always eager to help.
6. They (are, is) ordering more supplies.
7. He (are, is) paying a deposit.
8. You (are, is) getting a good price.
9. I (is, am) taking my raincoat.
10. It (are, is) a washable fabric.

PART II

DIRECTIONS: Complete each sentence with am, is, or are.

EXAMPLE: You *are* a good person for the job.

1. I _____ willing to wait longer.
2. We _____ next in line for seats.

3. You _____ going to be very surprised.
4. When he _____ hungry, he gets very upset.
5. They _____ studying art.
6. She _____ thinking about him.
7. It _____ important to be on time.
8. After I _____ finished, I'll take a break.
9. We _____ proud of our success.
10. They _____ having guests tonight.
11. Because he _____ finished, he can leave early.
12. They _____ coming to the party.
13. I will not leave until you _____ ready.
14. Since December is next month, I _____ going to begin my Christmas shopping.
15. When they _____ ready, we can leave.
16. They _____ angry with the landlord.
17. She _____ a concerned citizen.
18. I _____ in love with my husband.
19. He _____ terrible when he gets angry.
20. You _____ my best friend.

OBJECTIVE: To use subject pronouns with the verb "to do"

SINGULAR		PLURAL	
I	do	we	do
you	do	you	do
he, she, it	does	they	do

PART I

DIRECTIONS: Circle the correct verb to complete each sentence.

EXAMPLE: I (does, (do)) make great pizza.

1. He (do, does) prefer nice restaurants.
2. They (do, does) put their free time to good use.
3. He (does, do) seem tired.
4. She really (do, does) want the job.
5. It (do, does) not seem to be so late.
6. I (do, does) understand.
7. You (do, does) have something else to do.
8. We (does, do) want the best for our children.
9. He (does, do) need to cut down that tree.
10. She (do, does) make a wonderful mother.

PART II

DIRECTIONS: Complete each sentence with do or does.

EXAMPLE: They ___*do*___ try to be fair.

1. We _____ want to change the plan.
2. You _____ need a better answer.

3. On Saturdays, I _____ my laundry.
4. He _____ drive recklessly.
5. I _____ have a quick temper.
6. They _____ get more calls.
7. She _____ support your campaign.
8. It _____ sound like a great idea.
9. We _____ use maps for traveling.
10. I _____ like sports.
11. We _____ like to have company.
12. In April, I _____ my income tax.
13. They can brag because they _____ have talent.
14. She _____ have many boyfriends.
15. Whenever I can, I _____ try to help other people.
16. We _____ assist the older patients.
17. Perhaps I _____ like her after all.
18. Maybe we _____ eat too much.
19. Anyway, we _____ have a little money left.
20. Sometimes he _____ look funny.

OBJECTIVE: To use subject pronouns with the verb "to have"

SINGULAR		PLURAL	
I	have	we	have
you	have	you	have
he, she, it	has	they	have

PART I

DIRECTIONS: Circle the correct verb to complete each sentence.

EXAMPLE: We (has, (have)) an interesting story.

1. It (has, have) been paid by check.
2. You (have, has) worked hard to catch up.
3. We (have, has) spent the summer in the city.
4. He (have, has) thought about a plan of action.
5. They (has, have) won our support.
6. If I (have, has) time, I'll do it.
7. He (has, have) to drive more miles this week.
8. It (has, have) a better engine than the other car.
9. She (have, has) the keys in her purse.
10. I (has, have) a list of the new rules.

PART II

DIRECTIONS: Complete each sentence with has or have.

EXAMPLE: You *have* the right idea.

1. I _____ hailed a cab for us.

2. They _____ another phone number now.
3. It _____ to be Friday the 13th.
4. You _____ the talent for the job.
5. He _____ to have the last word.
6. We _____ answered her letter.
7. You _____ arrived at the right time.
8. She _____ the envelopes ready for mailing.
9. I _____ to sell more tickets by Monday.
10. He _____ a case of measles.
11. Perhaps she _____ another phone number.
12. Together we _____ six dollars.
13. Until you _____ the right tools, it will be hard to finish the job.
14. Once again he _____ the correct answer.
15. After all, they _____ the money to spend.
16. She _____ the nerve to tell me what to do.
17. I _____ the boss on the line.
18. You _____ the wrong knife.
19. He _____ filed a complaint with the police.
20. Maybe they _____ too many people on the job.

OBJECTIVE: To use object pronouns in sentences

These pronouns are used after action verbs. They are called object pronouns.		
One person or thing:	me, you,	him, her, it
Two or more people or things:	us, you,	them

PART I

DIRECTIONS: Use an object pronoun to complete each sentence. The first one has been done for you.

1. Did you see ___us___ this morning?
2. My boss gave _____ a raise.
3. Mrs. McKeon asked _____ to help her.
4. The children listened politely to _____.
5. The news shocked _____.
6. I had been thinking about _____ all day.
7. Please give those tickets to _____.
8. Ralph and Eve worked with _____ yesterday.
9. We wanted to buy a gift for _____.
10. Who found _____?

PART II

DIRECTIONS: Write sentences using the pronouns below as objects.

EXAMPLE: you *Rita wants <u>you</u> to work tonight.*

it *The mechanics fixed <u>it</u> in one hour.*

1. me _____
2. us _____
3. him _____
4. her _____
5. them _____

OBJECTIVE: To use pronouns as objects

OBJECT PRONOUNS

One person or thing:	me, you,	him, her, it
Two or more people or things:	us, you,	them

DIRECTIONS: Substitute an object pronoun for the underlined part of each sentence. The first one has been done for you.

1. *her* Raymond gave Dorothy some flowers for Valentine's Day.
2. _____ Mr. Johnson was hired by the company.
3. _____ Rick asked Becky to dance.
4. _____ Jung wanted to use the hammer.
5. _____ When Mother called Fred, why didn't he answer?
6. _____ Please help your brother.
7. _____ Tomorrow we will surprise Janna with the present.
8. _____ If you wanted the ring, you should have asked for it.
9. _____ She wanted Derrick to go to the store.
10. _____ Harry told the children to go to bed.
11. _____ The insurance agent wrote a policy for Mr. and Mrs. Harding.
12. _____ Sylvia gave you and me the money to buy her a pair of stockings.
13. _____ Bubba met Ellen in the restaurant at 6:00.
14. _____ Why didn't he call on you and me?
15. _____ Mrs. Olsen wanted to make sure the coffee was hot.
16. _____ Please bring Matthew and Jason to the birthday party.
17. _____ The policeman stopped the man from shooting his girlfriend.
18. _____ I went to visit Uncle Mel in the hospital.
19. _____ He didn't understand the letter.
20. _____ She should ask the boss for permission to leave.

OBJECTIVE: To use pronouns as subjects and objects

You have learned that pronouns can be used as subjects.

She gave Ron a card.

You have also learned that pronouns can be used as objects. Object pronouns are used after action verbs.

Diane gave him a card.

Study the chart below.

Subject Pronouns	I, you, he, she, it, we, they
Object Pronouns	me, you, him, her, it, us, them

DIRECTIONS: Replace the underlined part of each sentence with a correct pronoun. The first three have been done for you.

1. Melinda took the little girl to the park. *She*
2. Melinda took the little girl to the park. *her*
3. Melinda took the little boy to the park. *him*
4. The guide gave Allan a tour of the city. _____
5. The guide gave Allan a tour of the city. _____
6. A pilot talked to the passengers. _____
7. A pilot talked to the passengers. _____
8. Don and Linda went to see that actor in person. _____
9. Don and Linda went to see that actor in person. _____
10. Rosa put the coat in the locker. _____
11. Rosa put the coat in the locker. _____
12. The divers put some shells in the boat. _____
13. The divers put some shells in the boat. _____

14. A man asked the gas station attendant for directions. _____

15. A man asked the gas station attendant for directions. _____

16. Mrs. Patel bought the vase for Lisa. _____

17. Mrs. Patel bought the vase for Lisa. _____

18. Mrs. Patel bought the vase for Lisa. _____

19. David gave the flowers to his date. _____

20. David gave the flowers to his date. _____

OBJECTIVE: To use pronouns

DIRECTIONS: Write a pronoun in place of the underlined part of each sentence.

EXAMPLE: Do you have <u>the stapler</u>? *it*

1. <u>James</u> wants to learn more about his family history. _____
2. The lawyer asked <u>the man</u> if these were all the facts. _____
3. <u>Jan and Earl</u> became interested in health foods. _____
4. We want <u>our children</u> to get a good education. _____
5. The secretary keeps <u>the records</u> in the file. _____
6. <u>The budget</u> helped us to save money. _____
7. Give <u>the speaker</u> your attention. _____
8. <u>The auction</u> was canceled until Tuesday. _____
9. Use this polish on <u>the antique lamps</u>. _____
10. The typist put <u>the ribbon</u> in the typewriter. _____
11. Can you have <u>the taxes</u> lowered? _____
12. Put <u>the trash</u> in this container. _____

OBJECTIVE: To use subject and object pronouns

DIRECTIONS: Circle the correct pronoun in each sentence.

EXAMPLE: (I, Me) can drive tonight.

Will you give (I, me) the key?

1. (I, Me) will buy the flowers.
2. Would you return the book to (I, me)?
3. She will take (I, me) with her.
4. (I, Me) mailed the letter early.
5. He gave (I, me) the bus pass.
6. (We, Us) are taking the express bus.
7. The manager will call (we, us) soon.
8. Dana told (we, us) about her trip.
9. This week (we, us) looked for a new apartment.
10. That record belongs to (we, us).

OBJECTIVE: To use subject and object pronouns

DIRECTIONS: Circle the correct pronoun in each sentence.

EXAMPLE: (She, Her) went to work.
Ask (he, him) to lock the door.

1. (She, Her) waited for us.
2. That award was given to (he, him) today.
3. (He, Him) went to get the food.
4. Mrs. Garcia worked with (they, them) all day.
5. The printer gave (she, her) his bill.
6. On Monday (they, them) will open the new office.
7. (She, Her) ran toward the train station.
8. (He, Him) found the money.
9. (She, Her) drove to the airport.
10. Carlos talked to (he, him) about the repairs.
11. (He, Him) always watches football games on TV.
12. (They, Them) will hang the curtains for you.
13. Don went to the races with (they, them).
14. (They, Them) helped to wash the car.
15. I will give (she, her) your letter.

OBJECTIVE: To form the possessive of singular nouns

> A possessive noun shows who or what has or owns something.
>
> This is Jack's hammer.
>
> The hammer belongs to Jack. Jack is the possessive noun.
>
> An apostrophe (') and an (s) is used to form the possessive of singular nouns.

DIRECTIONS: Fill in each blank with the possessive form of the underlined noun. The first one has been done for you.

1. Do you know the name of the person?

   Do you know the *person's* name?

2. The lawyer has this office.

   This is the _____ office.

3. My cousin owns this boat.

   This is my _____ boat.

4. The heat of the sun melted the plastic.

   The _____ heat melted the plastic.

5. Ralph has a blue car.

   This is _____ blue car.

6. This is the title of the book.

   This is the _____ title.

7. These are the laws of the city.

   These are the _____ laws.

OBJECTIVE: To form the possessive of singular nouns

DIRECTIONS: Rewrite each group of words. Change each underlined noun to a possessive noun by adding an 's.

EXAMPLE: the uniform of the nurse *the nurse's uniform*

1. the booster of the rocket _____
2. the floor of the ocean _____
3. the notice of the landlord _____
4. the tool of the man _____
5. the battery of the car _____
6. the beat of the heart _____
7. the collar of the dog _____
8. the sound of the bell _____
9. the picture of her daughter _____
10. the runway of the airport _____

OBJECTIVE: To use apostrophes

DIRECTIONS: Rewrite each sentence below. Put the apostrophe in the word that shows ownership.

EXAMPLE: Did you see Peters new van?

Did you see Peter's new van?

1. Marys husband has a new job.

2. The citys parks are kept very clean.

3. This is the stores policy.

4. Did you find Pauls glasses?

5. The books cover is torn.

6. The wind blew the womans hat off.

7. Did you see Alices green sweater?

8. Tell me about Jeffs plan.

9. The mans coat was blue and gray.

10. Gregs family moved to New Jersey.

OBJECTIVE: To form the possessive of singular nouns

DIRECTIONS: Rewrite the sentences below to show ownership. Put the apostrophe in the word that shows ownership.

EXAMPLE: The leaves of the plant are turning brown.

The plant's leaves are turning brown.

1. The motor of the lawnmower is out.

_____

2. The interview of Renee went well.

_____

3. The wig of the woman blew off her head.

_____

4. The menu for today was been reduced.

_____

5. The light bill of Sandy was $44.00.

_____

OBJECTIVE: To form the possessive of singular nouns

DIRECTIONS: Rewrite the sentences below to show ownership.

EXAMPLE: The tire of the car is flat.
The car's tire is flat.

1. The purse of the lady was snatched.

2. Did you hear the report of the President?

3. The frame of the picture was bent.

4. Did you see the super glue of my son?

5. The leg of my daughter is broken.

6. The taxes of the woman were raised.

7. The advice of the doctor was to get more rest.

8. The sole of the shoe is worn.

9. The saw of my husband needs a new blade.

10. Did you break the shell of the crab?

OBJECTIVE: To form the possessive of plural nouns ending in s

> Add only an apostrophe to form the possessive of plural nouns that end in **s**.

PART I

DIRECTIONS: Rewrite each group of words below. Change each underlined plural noun to a possessive by adding an apostrophe('). The first one has been done for you.

1. the trophy of the players — *the players' trophy*
2. the names of the guests — _____
3. the allowance of the girls — _____
4. the apartments of the tenants — _____
5. the group of the ladies — _____
6. the lunch hour of the secretaries — _____
7. the passes of the visitors — _____
8. the salary of the workers — _____
9. the residents of the cities — _____
10. the passports of the tourists — _____
11. the opinions of the voters — _____

PART II

DIRECTIONS: Write the possessive form of the plural nouns given before each sentence. The first one has been done for you.

(waiters) 1. The *waiters'* uniforms are blue and white.

(stores) 2. The _____ prices are too high!

(carpenters) 3. The _____ union went on strike.

(babies) 4. Our _____ crying kept us awake.

(workers) 5. Give me the _____ names.

(ladies) 6. _____ dresses are on the third floor.

(typewriters) 7. The _____ keys are broken.

(cities) 8. Many of the _____ mayors went to the conference.

(tickets) 9. The _____ numbers were misprinted.

(voters) 10. One hundred _____ ballots were recounted.

(friends) 11. My _____ pictures are in the album.

OBJECTIVE: To form the possessive of singular and plural nouns

PART I

DIRECTIONS: Below is a list of singular and plural nouns. Write the possessive of these nouns by adding (') or ('s).

EXAMPLE: Larry *Larry's* shoes *shoes'*

1. boss _____
2. tray _____
3. neighbors _____
4. cousin _____
5. John _____
6. buses _____
7. sister _____
8. trees _____
9. Milta _____
10. team _____

PART II

DIRECTIONS: Write the possessive form of each word above in a sentence.

1. _____
2. _____
3 _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

OBJECTIVE: To identify adjectives

Adjectives are words that describe nouns. Some adjectives tell how many.

EXAMPLE: How much will you charge me for six tomatoes?

Leon owns five suits.

We traveled fifty miles in forty-five minutes.

PART I

DIRECTIONS: Underline the adjectives that tell how many in the sentences below.

1. Four quarters make one dollar.
2. It is seventy-four degrees.
3. We get ten days of paid vacation.
4. Can you leave eight forms for the new employees?
5. There are twenty-three students in this class.

Some adjectives tell what kind.

EXAMPLE: This is a silk dress.

For years I have been a fair supervisor.

Harry will put the heavy furniture into the van.

PART II

DIRECTIONS: Underline the adjectives that tell what kind in the sentences below.

1. We plan to buy our baseball tickets early.
2. Lynn's son is an active child.

3. This was an exciting movie.
4. Most toothbrushes have nylon bristles.
5. Maryland Avenue is a one-way street.

> Some adjectives tell <u>which one</u> (this, that, these, those).
>
> EXAMPLE: <u>That</u> pill contains caffeine.
>
> Will your plants get more sunlight by <u>this</u> window?
>
> <u>These</u> covers will protect the books.

<u>PART III</u>

DIRECTIONS: Underline the adjectives that tell <u>which one</u> in the sentences below.

1. That picture was done in charcoal.
2. Can you take these boxes to the dock?
3. The nurse was very kind to those patients.
4. That bridge is being repaired.
5. Have you looked at this design?

OBJECTIVE: To identify types of adjectives

> Adjectives help to describe nouns. They tell what kind, which one, or how many.

DIRECTIONS: The underlined words in the sentences below are adjectives. Write the question the adjectives answer on the blank line.

EXAMPLE:

Do you like cold weather?	*what kind*
Did he wear that shirt?	*which one*
Give me six forms.	*how many*

1. Jeff is a hard worker. _____
2. Six people helped him push his car out of the snow. _____
3. Do you like living in a big city? _____
4. I want that sofa moved. _____
5. This clock runs twenty minutes fast. _____
6. Denise cut her long fingernails. _____
7. These chairs are new. _____
8. May I have this dance? _____
9. Evelyn is wearing a bulky sweater. _____
10. Charlie Pride sings country-western songs. _____

OBJECTIVE: To identify words that adjectives describe

DIRECTIONS: On the blank line, write the word that the underlined adjective describes.

EXAMPLE: The gusty wind blew away the leaves. *wind*

Larry hit his knee on the steel cabinet. *cabinet*

1. The plumber fixed the leaky faucet. _____
2. The angry woman rushed into the office _____
3. Sharon mended the green shirt. _____
4. The man fell on the slippery ice. _____
5. This is a rare coin. _____
6. Mary cleaned her dirty eyeglasses. _____
7. Did you throw away the chipped dishes? _____
8. To our suprise, the old TV worked. _____
9. She gave the ticket to the tall man. _____
10. Can you tape the torn pages? _____
11. Be sure to throw away the cracked mirror. _____
12. Her black hair shone in the sunlight. _____
13. A very happy winner came to pick up his money. _____
14. This is a crooked line. _____
15. Gosh! That was a very cheerful crowd. _____

OBJECTIVE: To use adjectives

DIRECTIONS: Write an adjective to complete each sentence.

EXAMPLE: The wallpaper has a *bold* pattern.

Ten models were in the show.

Did you plant *those* flowers?

1. JFK was a(n) _____ president.
2. _____ people packed into the small room.
3. Wipe your hands on _____ towel.
4. The Earth is a(n) _____ planet.
5. The man on the radio had a(n) _____ voice.
6. Can you get me _____ copies?
7. _____ thieves robbed the bank.
8. Does Ben have _____ hair?
9. Chicago has _____ weather.
10. How did you fix _____ fan?
11. This is a(n) _____ rock.
12. The _____ fruit was thrown away.
13. Do you like _____ food?
14. _____ faucet dripped all night.
15. Do you like _____ ice cream?

OBJECTIVE: To use adjectives

DIRECTIONS: Fill in each blank with an adjective.

EXAMPLE: One must obey *traffic* rules.

1. The _____ soldiers fought the enemy.
2. Peppy, a(n) _____ cat, chases birds every morning.
3. _____ air causes air pollution.
4. The _____ teacher lost control of her class.
5. Citizens voted against the _____ law.
6. _____ food can make you sick.
7. It took _____ hours to finish the job.
8. We should have never gone to a(n) _____ movie.
9. Theresa always takes _____ pictures.
10. You can count on Henry to have a(n) _____ excuse.
11. The _____ building across the street was torn down.
12. Did Henry replace the _____ pipe?
13. We need more _____ books for the library.
14. The Chicago Bears is a(n) _____ team.
15. Mike saw a doctor about his _____leg.
16. The City Council voted on a(n) _____ ban.
17. The couple walked along the _____ beach.
18. I've always wanted a(n) _____ coat.
19. Larry bit into the _____ lemon.
20. Look in the _____ drawer for the wrench.

OBJECTIVE: To use adjectives

DIRECTIONS: Write an adjective in front of the nouns below. The first one has been done for you.

	Adjective	Noun
1.	*pesty*	insect
2.		movie
3.		evening
4.		day
5.		building
6.		law
7.		leader
8.		enemy
9.		newspaper
10.		summer
11.		wall
12.		air
13.		car
14.		excuse
15.		tornado

OBJECTIVE: To recognize and write description words

PART I

DIRECTIONS: Look at the shopping list below. Circle the description word that is used in each item. Add five more items to the list. Be sure to use description words.

1. red salmon
2. orange juice
3. red apples
4. cottage cheese
5. French bread
6. cole slaw
7. crab meat
8. roast beef
9. butt steak
10. iced tea
11. _____
12. _____
13. _____
14. _____
15. _____

PART II

DIRECTIONS: Description words are often used in headlines. Circle the description word(s) that is used in each one. Add five more headlines to the list. Be sure to use description words.

1. Pilot Strike
2. Space Flight
3. Tax Laws Change
4. Computer Error
5. Policeman's Ball
6. Westpoint Graduation
7. Nuclear War
8. Shuttle Disaster
9. Fatal Fire
10. Super Bowl
11. _____
12. _____
13. _____
14. _____
15. _____

OBJECTIVE: To use adjectives

DIRECTIONS: Look at each noun below. Write the letter of the description word that can not be used to describe it.

EXAMPLE:

b. weather

a. cold
b. shy
c. freezing

_____ 1. floor

a. tenth
b. slippery
c. fried

_____ 2. speech

a. exciting
b. long
c. silk

_____ 3. weather

a. burnt
b. stormy
c. cloudy

_____ 4. leg

a. broken
b. starving
c. swollen

_____ 5. chicken

a. fresh
b. crispy
c. rainy

_____ 6. board

a. wooden
b. fluffy
c. slanted

_____ 7. scarf

a. glad
b. wool
c. knitted

_____ 8. movie

a. windy
b. exciting
c. funny

_____ 9. army

a. gallant
b. snowy
c. small

_____ 10. door

a. tired
b. closed
c. side

OBJECTIVE: To use adjectives to write sentences

DIRECTIONS: Look at the sentences below. Add adjectives to make them sound more descriptive. The first one has been done for you.

1. The truck stopped on the street.

   The old truck stopped on the busy street.

2. The woman wore a coat.

3. Smoke filled the room.

4. The store closes in minutes.

5. Books have covers.

6. The players won the game.

7. Parents reward children.

8. Newspapers have stories.

9. The storm damaged the building.

10. The couple took a walk.

OBJECTIVE: To use -er and -est forms of adjectives

> Adjectives are used to compare things.
>
> The **-er** form is used when comparing two persons, places, or things.
>
> Tom is taller than John.
>
> The **-est** form is used when comparing three or more persons, places, or things.
>
> Tom is the tallest man on the basketball team.

DIRECTIONS: Use the -er or -est form of the word in parentheses to complete the sentences below. The first one has been done for you.

(large) 1. The Pacific Ocean is *larger* than the Atlantic Ocean.

(large) 2. The Pacific Ocean is the _____ in the world.

(fast) 3. Hank walks _____ than his wife.

(young) 4. Mary is the _____ of their three children.

(short) 5. He was the _____ man in line.

(long) 6. This is the _____ book I've ever read.

(slow) 7. The bus was _____ than the train.

(old) 8. Jane is the _____ person in the club.

(slow) 9. Why did you get behind the _____ car on the road?

(small) 10. The Atlantic Ocean is _____ than the Pacific Ocean.

(sweet) 11. The potato pie is _____ than the pumpkin pie.

OBJECTIVE: To write -er and -est forms of adjectives

DIRECTIONS: Write the **-er** and **-est** forms of the adjectives below. The first one has been done for you.

		-er words	**-est words**
1.	slow	*slower*	*slowest*
2.	tall		
3.	sad		
4.	hard		
5.	weak		
6.	cold		
7.	long		
8.	young		
9.	happy		
10.	pretty		
11.	kind		
12.	sweet		
13.	strong		
14.	great		
15.	nice		

OBJECTIVE: To identify types of adverbs

Adverbs are words that describe verbs. They answer the questions: How? When? Where?

EXAMPLE: James carefully read the letter.
(**Carefully** answers **how** James read the letter.)

The newspaper is delivered daily.
(**Daily** answers **when** the newspaper is delivered.)

Marcy moved her plants inside.
(**Inside** answers **where** Marcy moved her plants.)

DIRECTIONS: Look at the underlined adverb in each sentence. Write which question the adverb answers: How? When? or Where?

EXAMPLE: Drive slowly down this street. *how*

1. Does your vacation begin tomorrow? _____
2. Take the dog outside. _____
3. James carefully measured the board. _____
4. Lisa always exercises in the morning. _____
5. The small child read his book silently. _____
6. Tonight, my favorite show will be on. _____
7. Louis plays his music loudly. _____
8. Paint has splattered everywhere. _____
9. The crowd moved quickly. _____
10. Suddenly, I remembered the answer to the question. _____

OBJECTIVE: To use adverbs to complete sentences

PART I

DIRECTIONS: Complete each sentence. Use an adverb that tells how. You may use words from the box below.

quietly	easily	softly
quickly	carefully	slowly

1. Tim listened _____ to the radio.
2. Do you drive _____?
3. Babies can learn to swim _____.
4. The family moved away _____.
5. He spoke _____.

PART II

DIRECTIONS: Complete each sentence. Use an adverb that tells when. You may use words from the box below.

yesterday	again	now
often	later	daily

1. Check your tire _____ to see if it needs more air.
2. _____ I had dinner with Linda.
3. Help me find my glasses _____.
4. You can pay the waiter _____.
5. It rains _____ in April.

PART III

DIRECTIONS: Complete each sentence. Use an adverb that tells where. You may use words from the box below.

everywhere	here
inside	anywhere
there	outside

1. You can't park _____ during rush hour.
2. Phyllis searched _____ for the missing papers.
3. We went _____ when it began to rain.
4. Put your boots _____, but leave the umbrella _____.
5. It was snowing _____.

OBJECTIVE: To identify types of adverbs

DIRECTIONS: Look at the list of adverbs below. Write each one in the correct group. The first three have been done for you.

later	inside	quietly
there	slowly	now
quickly	tomorrow	anywhere
soon	carefully	weekly
softly	here	away

How ?	When ?	Where ?
1. *quickly*	1. *later*	1. *there*
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

OBJECTIVE: To write descriptive paragraphs

> A descriptive paragraph gives us a picture of a person, place, or thing. It tells how something looks, sounds, smells, tastes, or feels.

PART I

DIRECTIONS: Write at least three sentences describing a place.

EXAMPLE: We walked quietly on the deserted beach. It was dark and the sand felt cool. We could hear the waves softly splash against the rocks.

Possible topics: a) a house
b) a room
c) a park
d) a favorite place to visit

PART II

DIRECTIONS: Write at least three sentences describing a person.

EXAMPLE: Magda was a beautiful young woman. She was tall with long dark hair. Her warm brown eyes shone with excitement. She was getting an award for best reporter.

Possible topics: a) a man, woman, or child
b) a famous or interesting person
c) a salesman
d) your boss

PART III

DIRECTIONS: Write at least three sentences describing an object or animal.

EXAMPLE: The lion at the zoo was lying in the sun. He stretched slowly and lazily. He looked at the crowd of people watching him. Feeling safe, he changed position and fell asleep again.

Possible topics:
a) a pet
b) a desk
c) a car
d) a meal

OBJECTIVE: To write descriptive paragraphs

DIRECTIONS: Write a paragraph of at least five sentences. Use description words to "paint a picture" of Pedro's day. Answering the following questions may help you.

1. How did Pedro feel?
2. What time did Pedro get to class?
3. Where was the class?
4. How did the classroom look?
5. What did he do?

Pedro was getting ready for his first day in his adult education class.

OBJECTIVE: To recognize and use prepositions

Prepositions are words that are used to connect a noun or pronoun to some other word in the sentence. A list of commonly used prepositions is given below.

about	beside	of
above	between	off
across	by	on
after	down	out
along	during	to
among	for	under
around	from	until
at	in	up
before	inside	with
behind	into	
below	near	

Some prepositions show position or place.

EXAMPLE: We stacked the books | on | the table.
| by | the table.
| under | the table.

Some prepositions show direction.

EXAMPLE: We walked | across | the street.
| down | the street.
| up | the street.

Some prepositions show time.

EXAMPLE: Can you be here | by | noon?
| in | fifteen minutes?
| after | the meeting?

Some prepositions describe which one or what kind.

EXAMPLE: The girl | with | the braids stood at the corner.
| in | the blue jacket
| like | a statue

PART I

DIRECTIONS: Underline the preposition in each group of words below.

EXAMPLE: on the pavement

1. across the room
2. with great pride
3. to Idaho
4. around the corner
5. below sea level

by	around	about	over
in	on	at	for

PART II

DIRECTIONS: Use one of the prepositions from the box above to complete each sentence. Some words can be used more than once.

EXAMPLE: This is the slowest check-out line *in* the store.

1. Is your telephone number _____ this book?
2. Ralph hung your picture _____ the wall.
3. The Adams family lives _____ the corner.
4. Give this paper back to me _____ ten minutes.
5. Did the doctor give you medicine _____ your cold?
6. Did you read the story _____ Ted Kennedy?
7. The batter hit the ball _____ the fence.
8. It is important to win _____ fair play.
9. Ask your boss _____ a raise.
10. We heard a noise _____ the basement.

OBJECTIVE: To use prepositions to show differences in meaning

DIRECTIONS: Write a different preposition to show a change of meaning for each set of sentences. You can use prepositions from the list in 402, Exercise 11.

EXAMPLE:

A. We walked *across* the empty lot.

B. We walked *near* the empty lot.

C. We walked *around* the empty lot.

1. A. We went home _____ the movie.
   B. We went home _____ the movie.
   C. We went home _____ the movie.

2. A. The cars drove _____ the bridge.
   B. The cars drove _____ the bridge.
   C. The cars drove _____ the bridge.

3. A. I looked _____ this desk.
   B. I looked _____ this desk.
   C. I looked _____ this desk.

4. A. Warning signs are _____ the dump site.
   B. Warning signs are _____ the dump site.
   C. Warning signs are _____ the dump site.

5. A. The mechanic was _____ the car.
   B. The mechanic was _____ the car.
   C. The mechanic was _____ the car.

OBJECTIVE: To determine correct usage of prepositions

in - inside of something
into - moving towards something

PART I

DIRECTIONS: Circle the correct word in parentheses.

EXAMPLE: We drove the car (in, (into)) the garage.

The car was ((in), into) the garage.

1. The letter is (in, into) the mailbox.
2. I put the letter (in, into) the mailbox.
3. Sheila fell (in, into) the swimming pool.
4. Sheila was swimming (in, into) the pool.
5. The book was (in, into) the library.

at - in a place
to - going toward

PART II

DIRECTIONS: Fill in the blank with the correct word.

EXAMPLE: Jenny was driving *to* work.

Jenny was *at* work.

1. Please move the table _____ the next room.
2. Dennis is going _____ the concert.
3. We were _____ the concert.
4. My son and I were waiting _____ the bus stop.
5. My son and I were going _____ the bus stop.

between - connects two people or things
among - connects three or more

PART III

DIRECTIONS: Circle the correct word in parentheses.

EXAMPLE: Lisa stood ((between), among) the two men.

Lisa stood (between, (among)) the group of men.

1. Put the paper (between, among) the two books.
2. These papers were found (between, among) those books.
3. We'll divide the money (between, among) the two of us.
4. We'll divide the money (between, among) the three of us.
5. Put the chair (between, among) the two tables.

OBJECTIVE: To use prepositions correctly in sentences

DIRECTIONS: Underline the correct preposition in each sentence.

EXAMPLE: The decision will be (among, (between)) the two women.

Her family was ((at), to) the music festival.

Leave the cab (into, (in)) the garage.

1. Bruno was not (at, to) home this morning.

2. We wanted to go (at, to) her house.

3. Please keep the papers (in, into) the folder.

4. Please put the papers (in, into) the folder.

5. The cost of this building was divided (between, among) the three men.

6. Jose and Louis drove (at, to) the farm.

7. Keep this news (between, among) the two of us.

8. Stella waited (at, to) the clinic all day.

9. The boxes are stored (in, into) the closet.

10. Kim stayed (at, to) the hospital.

OBJECTIVE: To recognize unneeded prepositions

> Sometimes prepositions are used when they are not needed.
>
> Look at this sentence.
>
> Where does he live at?
>
> The word <u>at</u> is not needed.

DIRECTIONS: Cross out the preposition that is not needed in the sentences below. The first one has been done for you.

1. The boss gets to work around ~~about~~ eight o'clock.
2. Drive in between the yellow lines.
3. Meet us at about two o'clock.
4. I don't know where Bob lives at.
5. Where do you get off the bus at?
6. Put the book right down here.
7. The baby fell off of his high chair.
8. Is Bill coming later on?
9. Where is Pam going to?
10. This shirt costs around about five dollars.

OBJECTIVE: To identify prepositional phrases

> A preposition connects a group of words to a sentence. This group of words is called a phrase. A prepositional phrase begins with a preposition and ends with an object.
>
> The speaker stepped <u>into the room</u>.

PART I

DIRECTIONS: Underline the prepositional phrase in each sentence.

> Some phrases come at the beginning of a sentence.

EXAMPLE: <u>For a fee,</u> the car dealer will install a radio.

1. In the morning I'll do the wiring.
2. During the winter we go skiing.
3. Without her glasses Lynn can't see the street signs.
4. Of all my friends, you are the most thoughtful.
5. With some luck we can win the race.

PART II

> Some phrases come in the middle of a sentence.

EXAMPLE: The building <u>around the corner</u> is empty.

1. These windows on the west side were broken.
2. The answers for the test seemed very long.

3. The argument between the two friends was settled.
4. Some prizes in that box were missing.
5. A woman with the fur coat just left.

PART III

Some phrases come at the end of a sentence.

EXAMPLE: Don put his favorite tape into the stereo.

1. We are going to the restaurant.
2. The car skidded over the ice.
3. There is an opening in the screen.
4. Leave the vase on the table.
5. Janet took the painting off the wall.

OBJECTIVE: To write sentences using prepositional phrases

DIRECTIONS: Rewrite each sentence using the prepositional phrase in the parentheses.

EXAMPLE: We lived on that street (for many years)

We lived on that street <u>for many years</u>.

or

<u>For many years</u> we lived on that street.

1. I always have a cup of coffee (in the morning)

_____

2. There is a lot of noise (in the city)

_____

3. The couple jogged (along the beach)

_____

4. They expect us to be there (by five o'clock)

_____

5. The man spoke with ease (in the green suit)

_____

OBJECTIVE: To complete sentences using prepositional phrases

DIRECTIONS: Use a prepositional phrase to complete each sentence.

EXAMPLE: Our old newspapers are *in the basement*.

1. Mark is reading a book _____.
2. The woman standing _____ wants a transfer.
3. The volunteers met _____.
4. Nick has a tattoo _____.
5. The writer _____ won an award.
6. Pour the coffee _____.
7. The sign _____ says "**HELP WANTED.**"
8. Everyone helped to clean _____.
9. _____, I leave work early.
10. The battery _____ is dead.

OBJECTIVE: To write sentences using prepositional phrases

DIRECTIONS: Write two sentences describing each picture.
Use a prepositional phrase in each sentence.

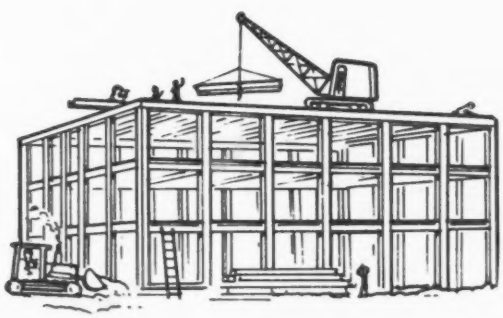
EXAMPLE:

People waited <u>at the bus stop</u>.

People waited <u>for the bus</u>.

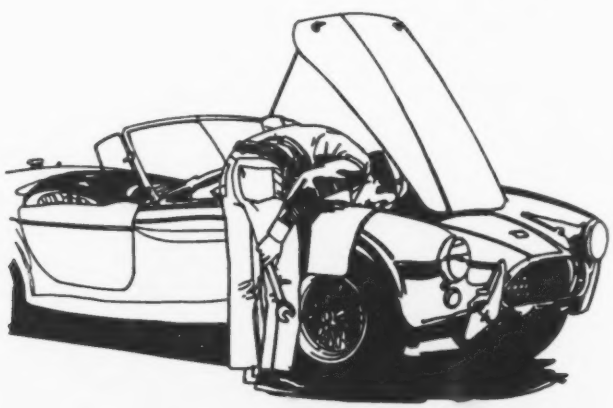
1. _____

2. _____



3. _____

4. _____



5. _____

6. _____

OBJECTIVE: To make sentences using prepositional phrases

DIRECTIONS: Use each prepositional phrase below in a sentence.

PART I

during the summer
between the books
after the movie
before lunch
up the river
to Denver

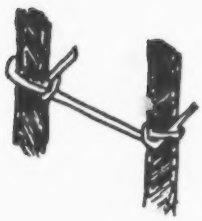
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

PART II

DIRECTIONS: Write five sentences of your own using prepositional phrases.

1. _____
2. _____
3. _____
4. _____
5. _____

OBJECTIVE: To use connecting words to complete sentences



Connecting words are used to tie words or groups of words together. And and or are connecting words.

Use **and** to add things together.

EXAMPLE: Do you eat peas and carrots?

Use **or** to show a choice.

EXAMPLE: Please call or write me soon.

DIRECTIONS: Use and or or to complete each sentence.

1. John left quickly _____ quietly.
2. Were you in Boston _____ Seattle yesterday?
3. The reporter was nervous _____ unsure.
4. It rained _____ thundered for two days.
5. Was that man your father _____ your uncle?
6. Either Mary _____ Linda can take my place.
7. Which do your prefer, mild _____ hot peppers?
8. The lady talked _____ argued for hours.
9. Should we leave in the morning _____ in the evening?
10. Do you drink coffee _____ tea before you go to work?

OBJECTIVE: To use connecting words in sentences

DIRECTIONS: Combine the underlined parts of each sentence to form one sentence. Use one of these connecting words: and, or.

EXAMPLE: Louise will help me. *Louise and Nell will help me.*
Nell will help me.

Do you like your eggs hard? *Do you like your eggs hard or soft?*
Do you like your eggs soft?

1. Use ham for the sandwich.
   Use cheese for the sandwich.

   _____

2. Mr. Miller washed the car.
   Mr. Miller waxed the car.

   _____

3. Diana will be going fishing.
   Anita will be going fishing.

   _____

4. Mr. Ron Harris worked at City Hall.
   Ms. Eileen Walker worked at City Hall.

   _____

5. Juanita sews her own clothes.
   Juanita designs her own clothes.

   _____

6. David plays golf every week.
   David plays tennis every week.

   _____

7. I can give you this book.

   I can give you these papers.

   _____

8. Please print your name.

   Please write your name.

   _____

9. John gave Sharon a dozen roses.

   John gave Kathy a dozen roses.

   _____

10. They washed the kitchen walls.

    They painted the kitchen walls.

    _____

OBJECTIVE: To use connecting words to join sentences

Connecting words can be used to join two sentences.

The sweater is old. } The sweater is old, but I can still wear it.
I can still wear it. }

The word <u>but</u> connects these two sentences.

DIRECTIONS: Circle the word that connects the two sentences.

EXAMPLE: Ralph tugged at his shirt, (and) he loosened his tie.

1. We saw the black cloud, and we feared that a storm was coming.
2. Jan went to Denver, but her roommate went to Dayton.
3. The old woman hid her money, but she could not find it.
4. The weather is warm, but the breeze feels good.
5. Henry reads a great deal, and it shows in his conversation.
6. The party was nice, but there were too many people.
7. Mary accepted the invitation, but she did not come to the shower.
8. I had never seen such rudeness, but I ignored it.
9. I will stop by your house, and you can see the pictures.
10. It began to rain, and we canceled the picnic.

OBJECTIVE: To use connecting words to join sentences

> Connecting words can be used to join two sentences.
>
> EXAMPLE: The doorbell rang, but no one answered it.

DIRECTIONS: Connect the two sentences below. Change the period after the first sentence to a comma. Change the first letter of the second sentence to a small letter. The connecting word is in parenthesis ( ).

EXAMPLE: (but) We went to the ball game.
It was rained out.

We went to the ball game, but it was rained out.

1. (and) I dropped the keys in the snow.
I could not find them.

_____

2. (but) Tim works very hard.
He is going to burn himself out.

_____

3. (but) We want to save on our fuel bill.
We need to caulk around the windows.

_____

4. (and) Nina is a good speaker.
She holds your attention.

_____

OBJECTIVE: To use commas in a series

> Commas are used when three or more items are listed in a sentence.
>
> EXAMPLE: Take the chair, the lamp, and the TV into the living room.
>
> Jaime, David, and I are going to the movie together.

PART I

DIRECTIONS: Add commas where needed in the sentences below.

EXAMPLE: Coffee, beans, and tobacco are important crops in Brazil.

1. We bowl on Monday Thursday and Friday.
2. Eggs cheese milk and chicken have protein.
3. The room was decorated in green yellow and white.
4. One two four and seven were today's lucky numbers.
5. Do you know the date hour and place of the wedding?
6. Donna Ruth and Pat were planning the meeting.
7. The flowers trees and grass were drying out.
8. We gave the information to Justin Carl and Rita.
9. Sylvia liked to run exercise and swim at the gym.
10. Jack is a good mechanic plumber and carpenter.
11. The table chairs and cabinet must be moved.
12. Susan packed the suit a dress and some warm sweaters.
13. The sky was dark gray and cloudy.
14. Scorpions are sometimes found in clothing camping equipment and bedding.
15. Cells grow reproduce and die.

PART II

DIRECTIONS: Combine the sentences below into one sentence. Use commas where needed.

EXAMPLE: Walt plays baseball. Walt plays basketball. Walt plays football.

Walt plays baseball, basketball, and football.

1. Mars is a planet. Jupiter is a planet. Pluto is a planet.

_____

2. Sue knows English. Sue knows French. Sue knows German.

_____

3. Tim went fishing. Ned went fishing. Lou went fishing.

_____

4. We had salad for dinner. We had corned beef for dinner. We had cabbage for dinner.

_____

5. Put your boots on. Put your hat on. Put your scarf on.

_____

PART III

DIRECTIONS: Use each group of words below in a sentence. Be sure to use commas.

EXAMPLE: sign seal deliver

Would you sign, seal, and deliver this letter?

1. carrots peas corn

_____

2. Lake Michigan Lake Erie Lake Huron Lake Ontario Lake Superior

_____

_____

3. roots stems leaves flowers

_____

4. hammer nail wrench

_____

5. New York Chicago Los Angeles

_____

OBJECTIVE: To understand the use of a comma in nouns of direct address

Commas are used to separate the name of the person addressed from the rest of the sentence.

If the name of the person addressed is the first word in the sentence, the comma is placed after his name.

Andy, take this chair.

If the name of the person addressed is the last word of the sentence, the comma is placed before the name.

Will you come with us, Mary?

If the name of the person addressed is in the middle of the sentence, the comma is placed before and after the name.

Please, Dave, tell us your story.

DIRECTIONS: Read the sentences below. Answer the questions that follow.

1. Don is going to give us a ride, Fred.

   Who is going to give them a ride? _____
   Who is the speaker talking to? _____

2. Mary, give Alice the book!

   Who is the speaker talking to? _____
   Who will get the book? _____

3. Take this box, Joe, to Mr. Harold.

   Who should get the box? _____
   Who is the speaker talking to? _____

4. Bill will go to the store, Smitty.

Who will go to the store? _____

Who is the speaker talking to? _____

5. I think the boss is going to give Carol a raise, Sam.

Who is the speaker talking to? _____

Who will receive the raise? _____

Who will give the raise? _____

OBJECTIVE: To use commas in nouns of direct address

DIRECTIONS: Insert a comma where needed in the sentences below.

EXAMPLE: Dan, take my picture.

1. Anita will you pass me the plates?
2. Donald I put your keys in the desk.
3. Is it cold outside Mary?
4. When Lou leaves Larry will you lock the door?
5. Ken you need to talk to a lawyer.
6. Would you like to take her picture Frank?
7. Linda can you babysit tonight?
8. Did you check the gas meter Harry?
9. Dr. Johnson I need to see you now.
10. After dinner Calvin we may look at videos.

OBJECTIVE: To classify information

A group is made up of things that have something in common. When you classify information, you put things that are alike or similar together.

DIRECTIONS: Circle the word that does not belong in each group. The first one has been done for you.

1.	ocean	lake	(forest)	river
2.	square	pen	circle	rectangle
3.	motor	steering wheel	horn	trip
4.	cereal	banana	orange	pear
5.	foot	yard	compass	inch
6.	paperback	newspaper	telephone	magazine
7.	birch	metal	maple	oak
8.	bed	paper	pen	tablet
9.	carpenter	boxing gloves	engineer	painter
10.	hammer	drill	wood	saw
11.	glasses	job	interview	resume

OBJECTIVE: To recognize topics and details

DIRECTIONS: Each group of words below has a topic. The other words are details. List the topic, then the details. The first one has been done for you.

1. cotton
   linen
   fabrics
   wool

   Topic *fabrics*
   Details: *cotton*
   linen
   wool

2. airplane
   car
   bus
   transportation

   Topic _____
   Details: _____
   _____
   _____

3. California
   states
   Texas
   Florida

   Topic _____
   Details: _____
   _____
   _____

4. toaster
   washer
   refrigerator
   appliances

   Topic _____
   Details: _____
   _____
   _____

5. magazine
   reading materials
   newspaper
   paperback

   Topic _____
   Details: _____
   _____
   _____

6. corn
   beans
   spinach
   vegetables

   Topic _____
   Details: _____
   _____
   _____

7. perch
   trout
   fish
   tuna

   Topic _____
   Details: _____
   _____
   _____

8. music
   folk
   jazz
   rock

   Topic _____
   Details: _____
   _____
   _____

404, Exercise 3

OBJECTIVE: To recognize topics and details

DIRECTIONS: Look at each group of words below. Write G for the general word in each group. Write S for the specific words. The first one has been done for you.

1.	S cake	S pie	G desserts	S ice cream
2.	___ fruit	___ banana	___ pear	___ orange
3.	___ shirt	___ clothes	___ pants	___ dress
4.	___ kitchen	___ bedroom	___ house	___ living room
5.	___ tea	___ beverages	___ coffee	___ milk
6.	___ holidays	___ Easter	___ Christmas	___ Thanksgiving
7.	___ hockey	___ tennis	___ swimming	___ sports
8.	___ sofa	___ furniture	___ table	___ chair
9.	___ Datsun	___ Ford	___ BMW	___ makes of cars
10.	___ body parts	___ hand	___ arm	___ foot
11.	___ recipe	___ food	___ cooking	___ stove

OBJECTIVE: To recognize topics and details

DIRECTIONS: Each group of words below has a topic. The other words are details. Some of the details do not belong under a topic. List the topic, then the appropriate details. The first one has been done for you.

1. aluminum
   tin
   rust
   copper
   metals

   Topic *metals*
   Details: *aluminum*
   tin
   copper

2. television
   satellite
   communication
   dial
   radio

   Topic _____
   Details: _____

3. relatives
   cousin
   aunt
   friend
   nephew

   Topic _____
   Details: _____

4. collecting stamps
   modeling clay
   knitting
   hobbies
   eating breakfast

   Topic _____
   Details: _____

OBJECTIVE: To classify items

DIRECTIONS: Name at least five examples in each group.

Restaurants

1. _____
2. _____
3. _____
4. _____
5. _____

Cities

1. _____
2. _____
3. _____
4. _____
5. _____

Furniture

1. _____
2. _____
3. _____
4. _____
5. _____

TV Programs

1. _____
2. _____
3. _____
4. _____
5. _____

Sports

1. _____
2. _____
3. _____
4. _____
5. _____

Meats

1. _____
2. _____
3. _____
4. _____
5. _____

Occupations

1. _____
2. _____
3. _____
4. _____
5. _____

Cars

1. _____
2. _____
3. _____
4. _____
5. _____

Colors

1. _____
2. _____
3. _____
4. _____
5. _____

OBJECTIVE: To identify the main idea of a paragraph

DIRECTIONS: Look at each paragraph below. Write the main idea. The first one has been done for you.

1) Acne is a skin disease. The oil glands in the skin become clogged and inflamed. This causes pimples.

This paragraph is about *acne*.

2) A light year is a measurement of distance not time. It is the distance that a ray of light would travel in one year, or six trillion miles.

This paragraph is about _____.

3) Lie detectors cannot tell whether or not a person is telling a lie. Lie detectors can only record certain things that are associated with lying such as unusual heartbeat, respiration, and perspiration.

This paragraph is about _____.

4) The brain is the control center of the body. The brain receives information from the senses about conditions both inside the body and outside. The brain rapidly analyzes this information. It then sends out messages that control body functions and actions.

This paragraph is about _____.

OBJECTIVE: To identify the main idea of a paragraph

DIRECTIONS: Look at each paragraph below. Write the main idea.

1) What is credit? Credit is buying now and paying later. We use credit to buy cars, homes, and other goods. Credit helps us to buy items we need and plan to pay for out of future income.

This paragraph is about _____.

2) Don't take another person's medicine. Although your friend's ailment may be the same as yours, there are other factors such as weight and overall physical condition that a doctor has to consider when prescribing medication. The drug may work wonders for your friend, but it might be dangerous for you.

This paragraph is about _____.

3) A mature person is able to take responsibility for his own actions. He does not blame others for his weaknesses. He recognizes his own faults. When he makes a mistake, he accepts it and tries to learn from the experience.

This paragraph is about _____.

4) There are three basic steps in your career development. The first step is to learn about yourself. The second step is to explore different career possibilities. The third step is to find the educational pathways that will lead you to where you want to go.

This paragraph is about _____.

OBJECTIVE: To identify the topic sentence and supporting sentences in a paragraph

> Paragraphs are several sentences related to the same subject. One sentence usually tells what the paragraph is about. It is called the topic sentence. The other sentences help to explain or give more examples about the subject.

DIRECTIONS: Read the paragraph below.

It is important to know the real cost of credit. The real cost of credit is the amount a person is paying to use credit. It includes the amount borrowed or charged plus the interest and service charges.

What is the topic sentence?

_____

_____

Write the sentences that give more information about the topic sentence.

_____

_____

_____

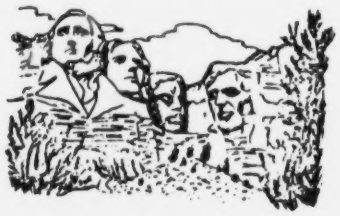
OBJECTIVE: To identify topic sentences in paragraphs

The topic sentence tells the main idea of the paragraph.

DIRECTIONS: Read each paragraph below. Underline the sentence that tells the main idea.

1) Cigarette smoking can shorten your life span. Medical studies show that a smoker lives three to four years less than a nonsmoker. A heavy smoker—a person who smokes two or more packs a day—may live eight years less than a nonsmoker.

2) Mount Rushmore National Memorial is a sculpture in South Dakota. It shows the faces of four American Presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Each face is about 60 feet from chin to forehead. The mountain was made a national monument in 1925.



3) You should not drive too closely behind another vehicle. For every 10 miles of speed you should be one car length behind. A person driving 40 miles per hour should be four car lengths behind. If the driver makes a sudden stop, you want to be able to stop and not hit him.

4) Insurance costs are going up every year. Two years ago my insurance payment was $225.00. This year I paid $275.00. My friend's insurance payment went up because he had been in an accident. His payments are now $350.00.

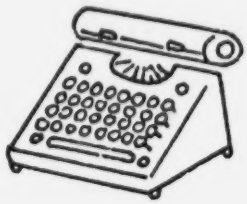
OBJECTIVE: To identify topic sentences in paragraphs

DIRECTIONS: Read each paragraph. Underline the topic sentence.

1) You can do a lot to lower high blood pressure. First, work with your doctor to determine the best treatment for you. It may include a low-fat diet, a low-salt diet, and changes in your living habits. The doctor may tell you to quit smoking, lose weight, or to get more exercise.

2) What are computer centers? These are places where the public can go to use computers. The centers save dollars for people who do not wish to buy high-cost equipment. People may be charged $5.00 an hour to use a computer system worth $10,000 or more.

3) Machines have been developed that will listen to a voice. The spoken words must match words that have been programmed into them. If the words match, the machine will do something. An elevator can be "trained" to stop on command. A door may unlock only for the voices of people who live in that house. A typewriter may type as its operator speaks. Some machines have "voices" that answer a question.



OBJECTIVE: To write topic sentences for paragraphs

DIRECTIONS: Write a topic sentence for each group of words below. The first one has been done for you.

1) *Stores have sales for many reasons.*

One is to get people to come in. Another is to introduce a new item to the public. A store may also have a sale to get rid of overstock.

2) _____

They have helped to save many lives. In most states drivers and passengers are now required to wear seat belts.

3) _____

Storm windows can prevent losing heat through windows. Weather stripping can keep air from leaking in and out of windows and doors. Drapes, blinds, and curtains can also act as insulation.

4) _____

Calcium helps build strong bones and teeth. It is found in such foods as milk and vegetables. Iron helps build healthy blood. It is found in such foods as liver, lean meat, and vegetables.

OBJECTIVE: To write topic sentences for paragraphs

DIRECTIONS: Write a topic sentence for each group of words below.

1) _____

Nothing went right. Melinda woke up late. Her car wouldn't start. She was late for work and her boss was very angry with her.

2) _____

Most medicine cabinets are located behind the bathroom wall above the sink. Bathrooms tend to be warm and humid. These two conditions can ruin medicine.

3) _____

We can read a book we've been wanting to read. We can bake a pie. We can try our hand at sketching or modeling with clay. We can spend time writing a poem if that appeals to us. We find that we are more creative than we thought we were.

OBJECTIVE: To identify unrelated ideas

Paragraphs should tell about one topic.

DIRECTIONS: Look at each group of sentences. The first sentence is a topic sentence. Draw a line through the sentence that does not belong.

1) Last week I bought a blender.
2) When I got home, the blender did not work.
3) My cousin has one too.
4) I returned the blender to the store.

1) Richard Dent is a well-known football player.
2) Football is rougher than basketball.
3) He was voted the most valuable player of the year.
4) He plays for the Chicago Bears.

1) The flu season was here.
2) Many students and teachers were absent from school.
3) The flu makes you feel tired.
4) The principal could not find substitute teachers.
5) Substitute teachers had the flu too.

1) Why do people slip and fall?
2) Slips are a loss of balance.
3) The average person takes 18,000 steps every day.
4) Slips are caused by too little friction between your feet and the surface you walk on.

OBJECTIVE: To identify related ideas for topic sentences

DIRECTIONS: Look at the topic sentences below. Jot down ideas that would belong under the topic. The first one has been done for you.

A. Moving can be very expensive.

1. *deposits to landlords*
2. *deposits to utility companies*
3. *truck rental*

B. You must think about a lot of things when considering an apartment.

1.
2.
3.

C. Smoking is bad for your health.

1.
2.
3.

D. Policemen have dangerous jobs.

1.
2.
3.

OBJECTIVE: To write related ideas to form paragraphs

PART I

DIRECTIONS: Write the names of two people you know about. They can be famous people who lived long ago or people you have seen on TV. They can also be people you know personally (friends or relatives). Then write four things about each person.

EXAMPLE: Dr. Martin Luther King Jr.

1. fought for civil rights
2. led a march from Montgomery, Alabama to Washington D.C.
3. was shot and killed
4. first Black American to be honored with a national holiday

_____
Name

1. _____
2. _____
3. _____
4. _____

_____
Name

1. _____
2. _____
3. _____
4. _____

PART II

DIRECTIONS: Write your ideas about each person (Part I) in paragraph form.

OBJECTIVE: To write paragraphs using given topic sentences

DIRECTIONS: Topic sentences have been given below. Write sentences to make a paragraph for each one. Use examples or provide details to make the topic sentence clear.

1. *Many big cities have housing problems.*

2. *Exercise is important for your health.*

3. *Newspapers have a lot of features.*

4. Summer is the best season of the year.

5. There is too much violence on TV.

OBJECTIVE: To write a paragraph

DIRECTIONS: Write a paragraph about one of the topics below.

The first sentence should tell what the paragraph is about. The other sentences will tell more about the first sentence. The last sentence will end the paragraph in an interesting way.

Possible Topics:

- Marriage
- Taxes
- A Favorite TV Program
- A Favorite Hobby
- City Living
- Diets
- Do-It Yourself Kits
- A Favorite Person

OBJECTIVE: To write a paragraph

DIRECTIONS: Choose a topic below to write a paragraph. Make sure that all of your sentences stick to the topic.

Possible Topics: Drug Abuse in High School

Why I Like (or Dislike) Soap Operas

The Best (or Worst) Day of Your Life

Growing Up Never Ends

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OBJECTIVE: To write a paragraph

DIRECTIONS: Choose a topic below to write a paragraph. Make sure that all of your sentences stick to the topic.

Possible Topics:

Teenage Pregnancy

Disciplining Your Children

Are Schools Better Today?

How to Reduce Crime

OBJECTIVE: To write descriptive paragraphs

Some paragraphs state how to make or do something. In these paragraphs it is very important to make sure all the steps are included and that the steps are given in the order they are to be done. Words such as first, then, next, and finally will help you give clues to the order.

DIRECTIONS: Write a paragraph that describes how to do something.

Possible Topics:

Making a Special Dish	Changing a Flat Tire
Putting Up Wallpaper	Repairing a Broken Window
Building a Fire	Loading a Camera

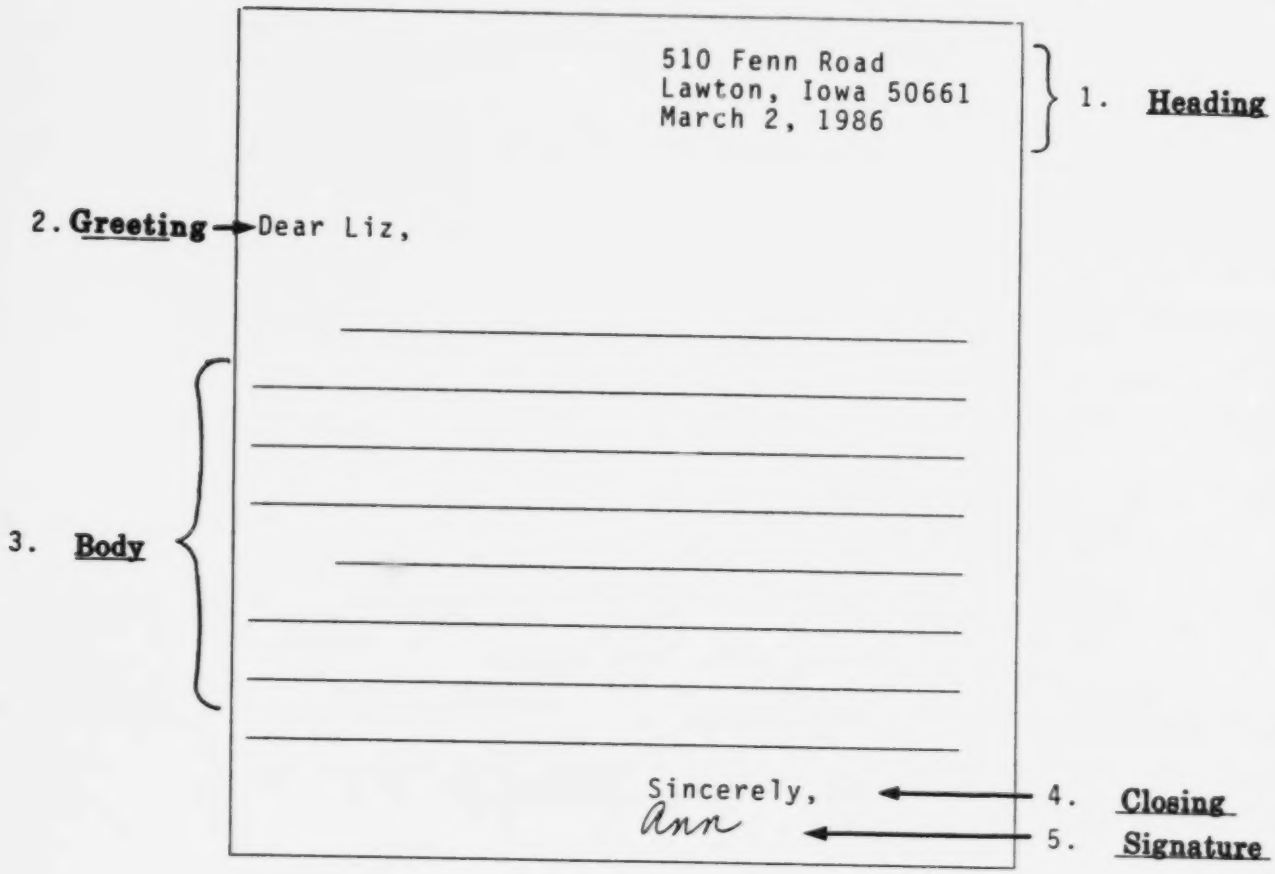
EXAMPLE:

How to Wallpaper a Room

It is not difficult to wallpaper a room. First, you remove old wallpaper and wash off the old paste. You must then cut paper into strips of the right length. Put paste on strips of paper (one at a time). Paste the strips on the wall, using a plumb line to get them straight. Smooth the paper with a brush. Finally, work out wrinkles and bumps.

OBJECTIVE: To identify the five parts of a friendly letter

There are five parts in a friendly letter.



DIRECTIONS: Write the five parts of a friendly letter on the lines below.

510 Fenn Road
Lawton, Iowa 50661
March 2, 1986

1. _____

2. _____

Dear Liz,

I'm looking forward to seeing you next month. I can meet you at the airport on

3. _____

Monday morning. The flight number you gave me is Eastern Airlines, Flight 402. Call me if there are any changes.

Sincerely,

Ann

4. _____

5. _____

OBJECTIVE: To write the five parts of a friendly letter

PART I

The heading is written in the upper right hand corner of the letter. It gives the address of the writer of the letter.

1. The first letter of every word in the heading must be capitalized.
2. A comma is used between the city and state. A zip code is also written on this line.
3. A comma is used between the day and the year.

EXAMPLE:

325 North Park Lane, Apt. 4
Rochester, New York 14605
December 3, 1985

4150 South 52nd Street
Austin, Texas 06111
September 28, 1987

Write these headings correctly.

9156 south bennett avenue
chicago illinois 60619
june 10 1986

1454 north cardinal court
cleveland ohio 44110
august 15 1985

PART II

The greeting is written at the left margin. It gives the name of the person to whom the letter is being sent.

1. Capital letters are used for:
   a. the first word in the greeting
   b. the name of the person
   c. titles
2. Periods are used after abbreviations.
3. A comma is used after the greeting.

EXAMPLE:

Dear Jim,	My dear Henry,
Hello Ann,	Dear Aunt Rose,
Dear Mr. Landers,	Hi Etta,

DIRECTIONS: Write these greetings correctly. The first one has been done for you.

1. dear mason — *Dear Mason,*
2. hello frances — _____
3. dear uncle ralph — _____
4. hi nita — _____
5. dear mrs yung — _____

PART III

The body is what the letter is about.

1. Each sentence begins with a capital letter and ends with a correct punctuation mark.

2. The first line is indented. New paragraphs are indented.

EXAMPLE:

Congratulations! Jim just told us that you have gotten a promotion. We miss you here at work, but we're really happy about your success at your new job. We wish you luck in your future projects. Write to us soon.

DIRECTIONS: Rewrite the body of this letter. Use correct capitalization and punctuation.

our family is planning a trip to New York this summer we will arrive on July 12 and stay until July 19 Maybe we could get together while we're there we will be staying at the Sheraton Hotel on 57th Street write and let me know if you will be free during that time

PART IV

The closing is written under the last line of the body. It is in line with the heading of the letter.

1. Only the first word of the closing is capitalized.
2. A comma is used after the closing.

The signature is written under the closing. This is the name of the writer of the letter.

EXAMPLE:

Sincerely,
Bobby

Love,
Ruth

Your friend,
Nick

Very truly yours,
Ethel

DIRECTIONS: Write these closings and signatures correctly. The first one has been done for you.

1. yours truly — Yours truly,
   candi — Candi
2. sincerely — _____
   peter — _____
3. your true friend — _____
   nellie — _____
4. love — _____
   kathy — _____

OBJECTIVE: To organize the five parts of a friendly letter

DIRECTIONS: Fill in the blanks with the information given below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Dear Alex,

Yours truly,

825 W. Lincoln Ave.

April 4, 1985

Chicago, Illinois 60629

Michael

Thank you for sending me the concert tickets. My wife was really surprised. They were a terrific gift. Both of us enjoyed the music very much.

OBJECTIVE: To write a friendly letter

DIRECTIONS: Write a letter to a friend. Be sure to use correct capitalization and punctuation.

OBJECTIVE: To address an envelope

The Envelope

Return Address

Kenneth Brown
7008 Lang Avenue
Chicago, Illinois 60655

Main Address

Ms. Shannon Jackson
1245 Auburn Drive
West Covina, California 90017

The return address is written in the upper left-hand corner of the envelope. It tells who is sending the letter.

The main address is written in the center of the envelope. It tells who is receiving the letter.

PART I

DIRECTIONS: Look at the envelope above. Answer the following questions.

1. Who is sending this letter?

_____

2. Who will receive this letter?

_____

3. In what city does Shannon live?

_____

4. In what state does Kenneth live?

_____

5. What is the punctuation mark between the city and state?

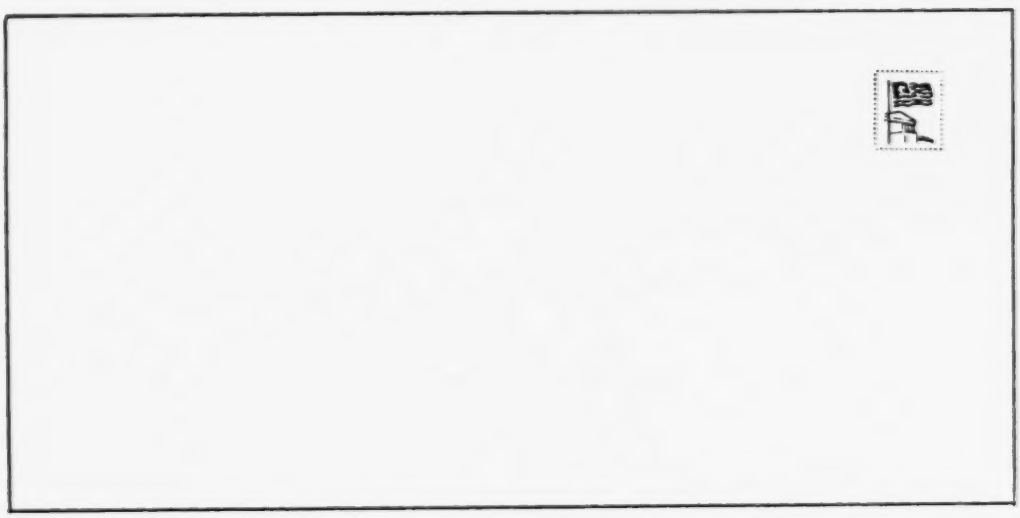
_____

6. What are the numbers behind the state?

_____

PART II

DIRECTIONS: Address the envelope below to a friend.



OBJECTIVE: To write thank-you letters

Thank-you letters are written to let someone know that we appreciate something. We often send thank-you letters for gifts and after visits.

Thank-you letters should:

1. tell what you are thanking the person for.
2. tell why you really like or appreciate the gift or thing that the person has given or done.

Look at the two thank-you letters below. Which one do you think is better? Why?

Letter A

November 1, 1990

Dear Henry,

Thank you for the gift.
It was just great.

Sincerely,
Ken

Letter B

November 1, 1990

Dear Henry,

Thank you for the electric saw. It has saved me a lot of time and energy. I am almost finished with the cabinets. You always seem to give a gift that I really need.

Sincerely,
Ken

DIRECTIONS: Write a thank-you note to someone for a gift. Be sure to mention the gift. It is also good to tell the person how the gift will be used.

OBJECTIVE: To write thank-you letters

DIRECTIONS: Use the situations below to write thank-you letters.

Situation 1

You were looking for a job. A friend told you about a job opening where he worked. He brought you an application. As a result, you got the job.

Situation 2

You moved into a new house. One of your friends was especially helpful. She and her two sons helped to move furniture. She also gave you some good decorating ideas.

Situation 3

You were in the hospital for a week. A friend took dinner to your husband and children several times.

Situation 4

You received a lovely knit sweater from your cousin Nita. It fits well and is your favorite color.

Situation 5

You found out that you were diabetic. A friend gave you a book called "Cooking for Diabetics."

Situation 6

You're taking a class in sewing. The teacher is working as a volunteer. She has been very good, patient, and extremely committed. She now has to move to another city because her husband has been relocated.

Situation 7

You were having dinner at a restaurant. Your husband began to cnoke on some chicken. A man at the next table rushed over and used the life-saving choking technique. Your husband coughed up the chicken. This man also went with you to take your husband to the hospital to make sure that no harm had been done to his system.

Situation 8

You woke up Wednesday morning to find your car buried in snow. You had forgotten to listen to the weather report. You had a very important job interview. Your next door neighbors dug your car out and you arrived on time for the interview.

OBJECTIVE: To write invitations

An invitation is a polite request to come to some place or to do something. Invitations should tell who, what, when, where, and why.

DIRECTIONS: Read the invitation below. Answer the questions that follow.

January 4, 1989

Dear Elise,

Ralph and I are having a birthday party for Paula at the house. The party will be Friday, January 17, at 7:30 pm.

We hope you'll join us.

Sincerely,
Pat

1. Why is Pat writing this letter?

_____

2. Who is invited to the party?

_____

3. What kind of party is it?

_____

4. When is the party?

_____

5. Where is the party?

_____

OBJECTIVE: To write invitations

DIRECTIONS: Use the situations below to write invitations.

Situation 1

You are a member of a block club. Two new families have moved on your street. Invite them to the next block club meeting.

Situation 2

Crime has increased in your neighborhood. You want to form a committee to "Stop Crime in Our Neighborhood." You may want to address it to "Residents of the _____ Community."

Situation 3

Your sister is having a baby next month. You want her friends and co-workers to come to a baby shower. Her co-workers do not know you or where you live.

Situation 4

Bobby, your son, is going to graduate from high school. You want to have a party in his honor. Many teeangers will attend.

OBJECTIVE: To write letters of complaint

It is often necessary to write letters of complaint for poor service, nondelivery, overcharge, etc.

DIRECTIONS: Read Donna's letter below about an experience in a shoe store.

3218 West Greene Street (1)
Chicago, Illinois 60601
March 22, 1988

Mr. John Birch
Harris Shoe Store
2525 North Oak (2)
Chicago, Illinois 60613

Dear Mr. Birch: (3)

I was in your store on Wednesday, March 20, 1988 at 4:00 in the afternoon. I found a pair of shoes I wanted to purchase. I had to wait 20 minutes for a salesperson to help me.

When I tried the shoes on, I decided not to buy them. The salesperson was very rude and said I was just wasting his time. Then he walked away. (4)

If you want my business, you need to improve the service at your store.

Sincerely, (5)

Donna Myers (6)

Donna Myers (7)

---

(1) heading: return address and date letter is written

(2) inside address: person to whom the letter is written, title and company (if available), street address, city, state, and zip code

(3) greeting

(4) body

(5) closing

(6) signature

(7) typed name

OBJECTIVE: To write letters of complaint

DIRECTIONS: Use the situation below to write a letter of complaint.

You bought a coat last Saturday from a neighborhood store. When you got home you discovered that one sleeve was shorter than the other one. You took it back on Monday but the clerk told you that those coats were stamped "irregular." She went to the coat rack and showed you the other coats. They were indeed stamped irregular. However, the coat you bought was not stamped irregular. The clerk said that she could not give you a refund.

The letter of complaint should:

1. identify the problem
2. list in order the events which led to the problem
3. list the attempts that had been made to resolve the problem
4. tell what you want done
5. be firm but not hostile

OBJECTIVE: To write letters of complaint

DIRECTIONS: Use the situations below to write letters of complaint.

Situation 1

Lynn bought a refrigerator. After three weeks the freezing compartment stopped working. The ice melted and all the food spoiled.

Situation 2

Mr. Lake wanted to move to a smaller apartment. He got a moving company to move his furnishings. The movers damaged his room divider. The room divider had a drop front that converted into a table. The movers failed to secure the folding piece. The piece broke off. Mr. Lake wants $100.00 for the damages.

Situation 3

Carol and John Kelly and other tenants are unhappy with the way their landlord is keeping their apartment building this winter. Some of their complaints are: insufficient garbage pick-up, lack of heat for six weeks, no light in the hallway, and icy paths leading to the doorway. Some tenants were forced to stay with relatives and friends on very cold days. They plan to withhold rent payments until the landlord improves their living conditions.

They want to write a letter to the television program "Seven on Your Side" to explain the situation. Pretend that you are Carol and John Kelly. Write a letter to the television program explaining the problems.

OBJECTIVE: To complete a personal data sheet

When you begin looking for a job, one of the first things an employer will ask you to do is complete a job **application form.** This form will tell the employer a lot about you. To make a good impression, organize information about yourself first on a **fact sheet.** Then when you are asked to complete a job application form, the information given about yourself will be accurate, or correct.

DIRECTIONS: Fill in the following information to organize your fact sheet.

1. **Full Name** _____
   Last Middle First

   Sometimes employers will ask (if you are a woman) for your maiden name. Your maiden name is the name you had before you were married.

2. **Date of Birth** _____
   (month, day, and year you were born)

3. **Current Address** _____
   (Where you live now)

4. **Former Address** _____
   (Where you lived before your current address)

   Sometimes employers will ask you to give the addresses for the last three places that you lived.

5. **Social Security Number** _____

   Carry your social security card with you at all times. But try to memorize your number because this is your permanent ID number. It is also used for tax purposes.

6. **Selective Service or Military Service** _____

If you're 18 years old, some employers want to know if you have registered for the military. If you have been in the service, they may want to know information such as the branch of service. They may also want to know what your rank was when you were discharged. **If this information doesn't apply to you write N/A on the line.**

7. **Education** (Name of schools, addresses, dates attended)

SCHOOL	NAME AND ADDRESS	DATES ATTENDED
Grammar		
High		
Other		

(Include date you received diploma or degree if you graduated.)

(Include the exact date, for example, 5/83 - 6/87 or 5/83-present.)

8. Job History

Start with your present job and work backward. If you don't have a job, start with your last job.

Dates of Employment*	Name and Address of Employer	Position	Reason for Leaving**

*Include the date you started and the date you left.

**Never say anything negative about an employer.

9. References

Give the names of people who know you well and know about your work experience. People who have successful careers make good references. Past employers, teachers, and ministers also make good references. Never use a person's name as a reference unless you have his permission.

Name _____

Address _____

Job Title _____

Telephone Number _____

Name _____

Address _____

Job Title _____

Telephone Number _____

OBJECTIVE: To understand a resume

PART I

DIRECTIONS: Read the information below. It gives you tips on how to write a resume.

TIPS TO HELP YOU WRITE A RESUME

1. A resume should give brief and specific information about you.
2. You may use the same resume for some jobs. Other jobs may require resumes that fit special needs.
3. Always include helpful job experience.
4. Include information about yourself such as:

   a. name
   b. address
   c. telephone number
   d. social security number
   e. education
   f. job experience
   g. hobbies if they relate to the job you want

5. Give a brief description of your job goal. (Optional)
6. Have your resume typed. It will look neater. It will also be easier to read.
7. Use correct spelling and punctuation.
8. Give correct information. You may be refused a job or an interview for giving wrong information.
9. Make several copies of your resume.
10. Keep your resume up-to-date.

PART II

DIRECTIONS: Read the resume which follows. Answer the questions about it.

Michelle Lee
3002 S. Michigan Avenue
Chicago, Illinois 60616
Phone (312) 225-0000

Social Security #: 428-94-0000

EDUCATION

Coleman High School
Chicago, Illinois 60616
Diploma, 1969

Miller College
Muskegon, Michigan 49442
Tailoring, 1973

JOB HISTORY

1973 - Present

Field Department Store
2506 E. 31st Street
Chicago, Illinois 60600

Position: Seamstress/Decorator
Duties: Help customers select bed linens, draperies, paint and wallpaper. Also, make draperies and bedspreads.

1970 - 1973

XYZ Cleaners
1401 Eastwood Avenue
Muskegon, Michigan 49442

Position: Seamstress
Duties: Repaired clothes and draperies.

HOBBIES

Reading, sewing, painting, designing fabrics

REFERENCES

Anita Sims, Supervisor,
Bed Linen Dept.
Field Department Store
2506 E. 31st Street
Chicago, Illinois 60600

Van Games, Manager
XYZ Cleaners
1401 Eastwood Avenue
Muskegon, Michigan 49442

---

1. What is Michelle Lee's current address?

_____

2. In what city did Michelle attend high school? _____

3. In what year did Michelle graduate from high school? _____

4. Where did Michelle work when she was in college? _____

_____

5. What was Michelle's first job after she left college?

_____

6. If Michelle opened her own business, what do you think it would be?

_____

7. Does Michelle give good references? Why? Why not? _____

_____

_____

_____

8. How do Michelle's hobbies, college education, and job relate to each other?

_____

_____

OBJECTIVE: To write a resume

DIRECTIONS: Use the space below to write a draft of your resume.

RESUME

OBJECTIVE: To write a letter of application

PART I

DIRECTIONS: Read the information below. It gives you tips on how to write a letter of application.

TIPS FOR WRITING A LETTER OF APPLICATION

1. Remember that your letter represents you.
2. Capitalize and punctuate correctly.
3. Use correct spelling.
4. Avoid using abbreviations.
5. Include the return address: your address, city, state, and zip code.
6. Include the present date.
7. A business letter includes the name and address of the person to whom you are writing.
8. The greeting (Dear Mr. Lem) should be followed by a colon (:).
9. The content of the letter should be brief.
10. The first paragraph should include: what job you are applying for, where you saw the ad, when you saw it.
11. The second paragraph should tell why you are qualified.
12. In the third paragraph you should ask for a personal interview. You should also mention what you are enclosing (a resume, for example).
13. Your closing should be simple. For example, Yours truly, Very truly yours, or Sincerely.
14. Write or type the word Enclosure: at the end of the letter, at the bottom left, and name what it is you have enclosed.

EXAMPLE:

SAMPLE LETTER OF APPLICATION

3003 South Indiana Avenue
1 Chicago, Illinois 60616
January 3, 1990

Mr. John White
P.O. Box 000 2
Chicago, Illinois 60600

Dear Mr. White: 3

I would like to apply for the position of cashier. It was advertised in today's Daily News.

Presently, I am a part-time cashier at Spend-Less Drugs. My manager says I do an excellent job. I am interested, however, in a full-time position. 4

I am enclosing a resume. It will give you more information about my qualifications. May I have an interview with you at your convenience? My telephone number is 225-0000.

Sincerely, 5

Robert Jones 6

Robert Jones 7

Enclosure: Resume 8

---

(1) heading: return address and date letter is written

(2) inside address: person to whom the letter is written, title and company (if available), street address, city, state, and zip code.

(3) greeting

(4) body of letter

(5) closing

(6) signature

(7) typed name

(8) enclosure

PART II

DIRECTIONS: The following want ad appeared in the newspaper. Read it carefully.

Interior Decorator Needed in Large Department Store

7 years experience necessary.

Write to: Lem Lance

Stacy's Decorators

52 Beverly Street

Los Angeles, Calif 90017

Salary open. **NO CALLS, PLEASE**

Include copy of this ad with letter.

PART III

DIRECTIONS: Michelle Lee decided to respond to the job ad. She wrote the following letter. Read Michelle's letter very carefully. Then rewrite the letter to help her get an interview.

MICHELLE'S LETTER OF APPLICATION

Michelle Lee
3002 S. Michigan ave.
Chicago, Illinois 60616

Mr. Lem Lance
Stacy's Decorators
52 Beverly St.
Los Angeles, Calif. 90017

Dear Mr. Lance:

I saw your ad in today's Hills News. You don't have to look any further for an interior dec. your ad asked for several years of experience. I have only 5 years of experience, but my school training must count for something, Anyway, it doesn't take several years to learn any job. Oh! I almost forgot. I was a seamstress in a very large cleaners. By now, you should know that I am your person.

Read my resume for more information about me. I will expect an interview very soon. My telephone number is 661-0000. If I am not home, call back later.

Your future Employee

Mickey Lee

Michelle's Revised Letter of Application

OBJECTIVE: To complete a job application

DIRECTIONS: Complete the following job application. Your teacher will be able to help you.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

PERMANENT ADDRESS _____
STREET CITY STATE ZIP

PHONE NO _____ OWN HOME _____ RENT _____ BOARD _____

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY STATE NAME AND DEPARTMENT _____ REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U. S MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC ATHLETIC FRATERNAL ETC.) _____

EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE CREED COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS _____

WERE YOU EVER INJURED? GIVE DETAILS _____

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH? _____

IN CASE OF EMERGENCY NOTIFY _____
NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE _____ SIGNATURE _____

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY _____ DATE _____

REMARKS: _____

NEATNESS	CHARACTER
PERSONALITY	ABILITY

HIRED _____ FOR DEPT. _____ POSITION _____ WILL REPORT _____ SALARY WAGES _____

APPROVED: 1. _____ 2. _____ 3. _____
EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

OBJECTIVE: To complete an application for a social security number card

DIRECTIONS: Complete the application below.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

FORM APPROVED
OMB NO. 72-S79002

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b))

INSTRUCTIONS TO APPLICANT ▶ Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

NAA — NAME TO BE SHOWN ON CARD — First | Middle | Last

NAB 1 — FULL NAME AT BIRTH (IF OTHER THAN ABOVE) — First | Middle | Last

ONA — OTHER NAME(S) USED

STT 2 — MAILING ADDRESS (Street/Apt. No., P.O. Box, Rural Route No.)

CTY STE ZIP — CITY | STATE | ZIP CODE

CSP 3 — CITIZENSHIP (Check one only)
- ☐ a U.S. citizen
- ☐ b Legal alien allowed to work
- ☐ c Legal alien not allowed to work
- ☐ d Other (See instructions on Page 2)

SEX 4 — ☐ Male ☐ Female

ETB 5 — RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a Asian, Asian American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc. ancestry or descent)
- ☐ b Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c Negro or Black (not Hispanic)
- ☐ d North American Indian or Alaskan Native
- ☐ e White (not Hispanic)

DOB 6 — DATE OF BIRTH ▶ MONTH | DAY | YEAR

AGE 7 — PRESENT AGE

PLB 8 — PLACE OF BIRTH ▶ CITY | STATE OR FOREIGN COUNTRY

MNA 9 — MOTHER'S NAME AT HER BIRTH — First | Middle | Last (her maiden name)

FNA — FATHER'S NAME — First | Middle | Last

PNO 10 — a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes
If you checked "yes", complete items "b" through "e" below, otherwise go to item 11

SSN — b. Enter social security number

PNS — c. In what State did you apply? | What year?

PNY

NLC — d. Enter the name shown on your most recent social security card

e. If the birth date you used was different from the date shown in item 6, enter it here. ▶ MONTH | DAY | YEAR

DON 11 — TODAY'S DATE ▶ MONTH | DAY | YEAR

12 — Telephone number where we can reach you during the day ▶ HOME | OTHER

ASD — WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.

13 — YOUR SIGNATURE

WITNESS (Needed only if signed by mark "X")

14 — YOUR RELATIONSHIP TO PERSON IN ITEM 1
☐ Self ☐ Other (Specify) _____

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

OTC | SSA RECEIPT DATE _____

☐ SUPPORTING DOCUMENT-EXPEDITE CASE
☐ DUP ISSUED
SSN ASSIGNED OR VERIFIED
SSN

NPN

DOC | NTC | CAN | BIC

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW.

TYPE(S) OF EVIDENCE SUBMITTED

IDN

☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

ITV

DATE

DATE

DCL

FORM SS-5 (10-80) PRIOR EDITIONS SHOULD BE DESTROYED